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대한영어교육학회

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Teaching Pronunciation
Douglas Margolis

Classroom Chaos
Jake Kimball

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

THE ENGLISH CONNECTION

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

Teacher Use of Interactive White Boards

By Martin Goosey

The idea for examining Interactive White Boards (IWBs) came from Ruth Wajnryb (1995). Chapter 7 of *Classroom Observation Tasks* starts with a task to “gather information about the ways in which and the purposes for which the board was used in the lesson and use these to discuss related issues” (p. 122). Thinking about this kind of classroom observation as a tool to identify traits in utilization of traditional whiteboards begged a further question, however: How many more traits could be identified if the board at hand was interactive? And, moreover, would young learners (Ys) be more engaged through this modern technology, or turned off by it?

Continued on page 8.

September 2008

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대한영어교육학회

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The 16th Annual Korea TESOL International Conference

Responding to a Changing World

Oct. 25-26, 2008
Sookmyung Women's University
Seoul, Korea 숙명여자대학교

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Rose Senior	Richard Johnstone
Chris Kennedy	John Cashman
Curtis Kelly	Yuko Butler
Sherry Preiss	Merton Bland
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THE ENGLISH CONNECTION

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Captain's Log: Fall 2008



As much as I watched the science-fiction TV show *Star Trek* in my younger days, I could never understand the “Star Date” system. Suffice it to say that as I write this, the campus of my little school is quiet: most of the students and teachers are gone, the parking lots are clear, and even the traffic on the major road in front of the campus is lighter. As you read this, school will be in full swing, the weather will be cooler, and we will be anticipating at the 16th Annual KOTESOL International Conference.

President's Message



I am reminded of Enterprise Captain Jean-Luc Picard in *Star Trek: The Next Generation*. When Captain Picard faced a problem, someone would say, “If we re-route the warp energy to the shields, they should hold up,” or “If we use the laser cannon we could cut through the rock,” and Captain Picard, in his authoritative voice would say, **Make it so**, and soon everyone would get busy and the Enterprise would succeed.

Well, I am very aware that I am not Jean-Luc Picard; nor have I ever said, “Make it so.” KOTESOL does not work like a regimented, well-ordered starship. People have given me suggestions, like, “Why couldn't KOTESOL do XXX” or “Why doesn't KOTESOL have a YYY?” Usually these are good suggestions or questions. Usually the answer is simply, “There is no one to make it so.”

KOTESOL has lots of potential, lots of resources, lots of people with lots of good ideas - we need people who will, *make it so*.

Philip Owen
Korea TESOL President

One group which has *made it so*, is the **International Conference Committee**. Again this year, they have put together a first-rate conference that we can all be proud of. Many thanks go to the many people who have worked for a year on this. They have lined up a full weekend of presentations that we can all benefit from. I'll see you all there as we “**Respond to a Changing World.**”



THE ENGLISH CONNECTION

Contributor Guidelines

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

Feature Articles: These should be 2,000-3,500 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.

The Korea TESOL Journal

Call for Papers

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

Inquiries and Manuscripts:

ktj.editor@gmail.com or **kotesol@asia.com**

Submissions are now being accepted for publication in
Korea TESOL Journal, Volume 12

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

Understanding Local Practice



The September issue of *The English Connection* is always an expanded issue for the annual international conference. This year is the 16th Korea TESOL International Conference with the theme *Responding to a Changing World*. This is a reoccurring topic at many ELT gatherings as the characteristics of effective teaching are changing due to technology, student needs, policy changes and a multitude of other factors. We are all trying to learn from the changes to build more effective ELT professionals. The Korea TESOL International Conference is distinctive in that it will provide opportunities to learn from other professionals with the Korean and Asia-Pacific ELT context in mind. Considering the characteristics of local practice is essential to transplant teaching practice from one place to another. The listing of presentations and presenters in this issue provides an example of the wide range of focus with the local teaching context in mind, offering Korean and Asia-Pacific ELT professionals information that is applicable to their contexts.

Look at What's Inside

Martin Goosey offers the feature article on Interactive White Boards (IWBs) and their use with children. IWBs are becoming more popular and with the focus on teaching children in Korea, his article offers an overview of some practical considerations, and the level of engagement interactive IWBs have provoked for young learners.

KOTESOL is described as akin to The Starship Enterprise by **Philip Owen** in the *President's Message*. Philip speaks about KOTESOL's potential, valuable resources, large and creative membership, but explains why sometimes he, or a few people, alone are unable to achieve what Enterprise Captain Jean-Luc Picard can do by simply stating, "Make it so."

In *Training Notes*, **Douglas Margolis** summarizes and explains the obstacles to learning and teaching pronunciation. In the *Book Review*, **Kara Mac Donald** follows up on the topic of teaching pronunciation, highlighting the clear explanations and practical classroom approaches found in *Teaching American English Pronunciation* by Avery & Ehrlich.

Yoo Jin Choi discusses the importance of teaching reduced sounds and offers step-by-step suggestions on how to present them at the word level as well as in communicative practice in *Techniques*.

Bill Snyder's *Professional Development* is absent from this issue due to his relocation to Columbia University's Teachers College, but his column will return in the December issue.

Managing classroom discipline and holding learners' interest is a constant struggle for teachers.

Jake Kimball offers some practical reminders and ideas for avoiding distraction among students in *Young Learners*.

Joo-Kyung Park reports back from the 6th Asia TEFL International Conference held in Bali, Indonesia in August. The theme was "Globalizing Asia: The Role of ELT," focusing on the function of ELT in the Asia-Pacific region.

Membership Spotlight takes a look at **Bob Capriles** and his son's spontaneous invitation to follow him to Korea, and how a year of teaching turned into a decade and a new professional career.

Students seem to always benefit from reviewing and practicing the past tense, both regular and irregular verbs. **Ksan Rubadeau** introduces the grammar section of the "Idea Cookbook" on *Dave's ESL Cafe*, while also providing a few unique activities to practice the past tense in *Grammar Glamour*.

David Shaffer offers some insight into common myths prevalent about how to best learn vocabulary in *Word Whys*.

The Test of English for International Communication (TOEIC) is widely taken in Korea, but often criticized by students and teachers for not reflecting students' English proficiency. **Kyung-Ae Oh** examines the structure of the TOEIC in *Members Forum* to explain why.

Gina Kang suggests easy ways to check student comprehension in *FYI*, reminding us that asking students if they understand is usually not enough.

I trust you will find a lot of appealing presentations at the International Conference in October and encourage you to introduce KOTESOL and the Conference to individuals who may not yet be familiar with what KOTESOL has to offer them.

From the Editor's Desk
By Kara MacDonald, Editor-in-Chief



Continued from page 1.

The research project, therefore, hoped to compare functional use of IWBs between inexperienced and experienced teachers, and between those familiar and unfamiliar with the technology, gauging correlations between: (a) years of teaching experience and utilization of IWB functionality, (b) technological familiarity and range of use, and (c) particular uses of the technology and YL engagement.

Additionally, I hoped to gain personally: Peer observation “can be an excellent stimulus for professional development, both for the observer and the observed” (Nunan & Lamb, 1996, p. 240). Experienced in teaching but new to IWBs, I was interested in new techniques or functions. One advantage of observation is the opportunity to learn from the experienced (in service years or technologically): “Many educationalists identify collegiality and collaboration as key dimensions of teacher development leading to ‘interactive professionalism’” (Brewster, 2007, p. 79).

In this article, the rationale for the research will first be outlined, procedural details then provided, results evaluated, and conclusions offered based on the results gathered.

Background and Rationale

In research, the relative experience of educators potentially raises some interesting issues with IWBs:

- Can experienced teachers *increase* IWB functionality, given their greater knowledge of activity types?
- Are less-experienced professionals more technologically adaptable, less set in their ways? Do *they* discover more techniques?
- Does the technology, rather than the learner, ever become the focus of planning for either group?

While answers to these questions would inevitably depend on individual cases, there were also pragmatic reasons for attempting the research: Results might, surely, uncover correlations between experience and adaptations of application. If no correlations existed, IWB training could be conducted identically, regardless of experience. If, however, observation highlighted experiential preferences, IWB induction could be adapted accordingly. Likewise, if teachers grow into functional use, observation would confirm such correlations. Observational research, says Nunan (1991), “can provide a link between theory, research and practice” (p. 14).

The last issue drew parallels with other curricular innovations, where dangers always exist, according to Pillay (2007): “Innovation is likely to be perceived as a new commodity to be dispensed by the teacher and consumed by the pupils” (p. 127). Teachers new to technologies are often significantly occupied with technical aspects (here, for instance, making IWB flipcharts), and this may impact on learner-centrism,

affecting engagement and motivation.

Wajnryb (1992) states baldly, “Language teaching varies dramatically around the world, but a board is usually an integral part of the language classroom” (p. 122). IWBs are intrinsically interesting once encountered. They can simply be replacement boards with pens or utilize increasingly wide interactions of media. British Council Seoul is equipped with Promethean Activboards and Activstudio software, which provide wide functionality but relative simplicity for the novice.

It is surprising how quickly usage of new technology becomes habituated.

Teachers receive limited basic training (three hours input and self-study CD-ROMs, although further tuition is available online). Nevertheless, the nuances of possible use are better acquired from those with practical experience. Wallace (1991) distinguishes *received knowledge* from *experiential knowledge* in professional development (Wallace: 52-54); defining experiential knowledge, he suggests “the complementary importance of shared experience of practice in teacher education... and in discussion of such practice being focused along selected parameters” (p. 54). This project thus accessed colleagues’ experiential knowledge.

To summarize some practical considerations, further rationale for this project included: (a) clearly defined observable elements (IWB toolbar functions), (b) a wide choice of potential observees - every teacher has YL classes and every classroom IWBs, and (c) results would be of benefit to the center.

Also, there were reasons for observing YLs, rather than other target groups, since they: (a) never voice concerns over content (they follow the teacher as leader), (b) react to tasks relatively openly (Korean adults attach value to “face,” and this can significantly affect patterns of classroom behavior), (c) have more appropriate resources installed, in the facility used in this study, at least.

The YL level system used in this study, that of the British Council Seoul, consisted of eight levels for learners between the ages of six and twelve, with age differences of not more than one or two years difference in age among learners at any single level

Procedure

A rough outline of the procedure followed was: (a) conduct research, establishing possible range of IWB functionality/activity types, (b) design pro-forma or observation instrument, (c) liaise over observation

schedule, (d) first observations, (e) adapt instrument, meeting recognized needs, (f) continue observations, (g) second adaptation of pro-forma, (h) complete observations, (i) follow-up with observees, and (j) report results.

Research Stage

This stage involved two elements: (a) background reading on observation-based research and (b) confirming limits of functionality to aid pro-forma design. Reading around the topic of peer observation, the use of *smileys* (emoticons) to record reactions was noted with interest. An observer often needs to notice, record, and reflect simultaneously - the use of visual devices to denote interpretative results allows more time for actual observation. Specifically, this was noted in Wajnryb (1995).














Researching possible uses of Promethean was also necessary. Without prior knowledge of options, designing a practical instrument would be difficult. Sources used were: (a) experienced colleagues at British Council Seoul, (b) Promethean's resource pack, (c) a British Council CD-ROM, "IWB Resource Kit," provided in early 2007, (d) web sites sourced from (c) above.

Combining these two research results led to the idea of "cutting and pasting" the Activstudio toolbar into the observation instrument itself. The Activstudio toolkit contained too many features for any list or tabular design. Since one sub-aim of the project was to identify the most commonly used functions, leaving space beside the toolbar for ticks was a more than adequate way of recording this information. Additional features could be added later.

Design of Observation Instrument Version 1

The design was simply accomplished. The ideal being usability, it was decided to use smileys to record YL

Table 1. Emoticon Key

 = Excited	 = Confused / Does not Understand
 = Very Happy	 = Slightly Unhappy / Anxious
 = Happy	 = Unhappy
 = Quite Happy	 = Very Unhappy
 = Silly	 = Embarrassed
 = Surprised / Shocked	 = Angry
 = Silent / Unresponsive	

reactions and a sample toolbar to note IWB functions used, while cross-referencing the two sheets by numbering lesson phases or activities. Since two sides were required to conveniently record all the required information, the pro-forma became: (a) page one: the toolbar, for recording functions with space for listing numbered activities (Figure 1), (b) page two: a biaxial graph, with the vertical axis numbering activities and the horizontal using smileys for the recording of learner reactions, and (c) a key (Table 1).

The few minor design difficulties included: (a) finding and sizing smileys (Internet smileys did not appear to be readily printable at a uniform size), (b) transferring the toolbar to Word (eventually achieved via a cropped screenshot), and (c) naming all the 29 functions of the IWB and deciding how to categorize YL reactions. Otherwise, preparation was straightforward, and I would happily recommend a similar design process to others interested in peer observation. It often seems that teachers feel the only time to enter a colleague's classroom is to watch that colleague, but this is not necessarily so. There is much to be said for planning around observation instruments which keep the focus on the learners themselves, or on the activities at hand, as shall be illustrated later.



Figure 1. IWB Toolbar

Liaison with Colleagues and Organization of a Schedule

It was decided to avoid telling observees the aims of the project since some might then "show off" their IWB mastery. This would then demonstrate technological range, but not typical use. A resultant effect might accrue on learner perceptions of the classroom dynamic, i.e., seeing something unusual, YL reactions (already influenced by the presence of an outsider) might become exaggerated. Stating that entering "the formerly closed territory... of learners, we have an effect on the dynamics and ambience of the group," Wajnryb (1992) continues, "we should not underestimate its fragility" (p. 26). Another possibility was an important sample - those educators lacking in technological confidence - declining cooperation. Volunteer teachers were merely told, then, that the purpose of the observer was not to watch them, but to gauge YL responses to certain types of activity - both with or without use of IWBs - and to conduct their lessons with no special preparation whatsoever. No difficulties were encountered in recruiting or scheduling observees.

Conduct of Observations

The whole observation program was constituted as in Table 2:

The remainder of this section briefly describes results

from early observations, including the performance of OIv1.

Table 2. Overview of Peer Observations

Teacher Observed	Observation Number	Class Observed	No.of Learners	Version of OI Used
AB	Ob1	2B	6	1
KG	Ob2	3A	8	1
TC	Ob3	1B	9	1
JN	Ob4	3B	11	2
RM	Ob5	1A	12	2
GU	Ob6	1B	11	2
RD	Ob7	1B	10	2
HJ	Ob8	2A	13	2
MS	Ob9	3A	7	3
PK	Ob10	3A	11	3

NB: A concurrent change in the order of emoticons on the horizontal axis can be seen by contrasting examples in the relevant appendix.

In Ob1, OIv1 proved practical, though problems arose with emoticon descriptors. Originally intended to record “happiness” this interpretation distorted results: Some learners were clearly happy due to factors outside task orientation, such as personal relationships. When *Silent/Unresponsive* was crossed, learners were clearly on task and not unhappy, but responding appropriately. Another emerging issue was that there was nowhere to record the teacher’s level of experience.

In Ob2, the teacher’s use of the IWB could be characterized as confident, though merely adapting traditional TESOL techniques to the technology (book pages and a small group board game projected onto the screen). Again, OIv1 worked satisfactorily, but with limitations again due to the emoticon descriptors. Nevertheless, plotting varied responses was easy. Children working diligently were marked *Silent/Unresponsive*, but otherwise both *Very Happy* and *Silly*. Clearly children were *Happy*, but recording responsiveness, rather than the level of happiness would be more appropriate to the project objectives.

In Ob3, the teacher demonstrated considerable IWB mastery. He had created one flipchart for this YL level - a whole semester - of 400 pages plus, with amazing comic visuals for everything from identifying teams (King Kong versus Spiderman) to the lesson tasks. This required the use of the side toolbar to scroll continually up and down the document. Yet he was not bound by it, also using flashcards, card games, and writing races during the lesson. Interestingly, learners were not overly attentive to the flipchart, reserving most enthusiasm for the more physical activities, indicating the greater responsiveness in younger YLs to








kinesthetic activities (Donaldson, 1978).

Adaptation of the Observation Instrument

In order to counter the difficulties so far experienced in recording YL reactions accurately, the observation instrument was now adapted. By re-labeling descriptors, learner engagement was noted as a measure of responsiveness rather than happiness. Enthusiastic participation did not necessarily mean laughing or shouting. Anyone might be engrossed, for instance, in reading a good book, without such overt signs of enjoyment.

Emoticons remained identical, but descriptors were changed (see Table 3). On page one of the instrument, slight amendments around the toolbar were also made, e.g., space previously left for unanticipated information was now formalized by numbering activities and noting other features, like toolbar scrolling, overlays, screen blanking, or use of the sidebar.

Table 3: Changes to Pro-forma Descriptors

Emoticon	Original Descriptor	New Descriptor
	Excited	Excitable / Silly
	Very Happy	Very Enthusiastic
	Happy	Enthusiastic
	Quite Happy	Responsive
	Silly	Lacking Focus
	Silent/ Unresponsive	Quiet/ Focused
	Slightly Unhappy/ Anxious	Unresponsive

Continuation of Observations

With OIv2 now used, observations continued: comments follow, though only the most revealing observations are detailed.

Ob5 was interesting: being conducted at 1A, the low level affected the number and distribution of activities, as younger YLs have shorter attention spans. This teacher demonstrated wide-ranging mastery of IWB functionality. As with Ob3, however, he was not reliant on the technology, including line games, workbook study, drilling, and clapping for rhythm in his lesson execution. At these defined phases, the IWB became a regular board and was used with the pen only.

OIv2 was satisfactory. Recording learner reactions took on more meaning and accuracy, but another question

was answered. Designing OIv1, estimating potential activity numbers was difficult (another reason for leaving blank space). Twelve was an educated guess. Four observations had produced seven to eight activities, on average. This time, eleven tasks were included, so even lower level lessons were unlikely to produce more than twelve.

In Ob6, there were two occasions in which fighting occurred. Unfortunate but commonplace primary events, the decision to keep descriptors like *Unhappy*,

There is little apparent difference between length of service and use of IWBs

Very Unhappy, and *Angry* was somewhat validated. Situations can occur where such emotions are worth recording, perhaps outside the control of the teacher. And yet, were all learners fully engaged by the task in hand, might we not expect such events to be absent?

Ob6 was another low level, with relatively few activities, yet varied functionality. The teacher again demonstrated relative mastery of the IWB, really exploiting traditional tasks through technology (e.g., by using an online memory game with children lined up at the board). This begged the question of his experience, however, with his being new to the teaching center. Evidently a gap had appeared between the aims of the project and the results being obtained: while OIv2 recorded lesson activity and reaction adequately, there was no background data on teacher experience available for comparison. Previously, with a design focus on classroom applicability, this area had lacked attention; now it needed addressing promptly.

Second Adaptation of the Pro-forma and Concluding Observations

There was little to change on the pro-forma itself, though space was left available for writing in less popular functions by hand. In fact, there were many functions of Activstudio not yet seen. Two more observations were conducted after the second adaptation was made, yet they were interesting for this research only in that they were identical lessons, conducted differently. For instance, one made use of a worksheet handout, while the other had a scan of the same worksheet projected onto the IWB during the instruction-giving and feedback stages. However, the children seemed, if anything, somewhat less engaged in the latter case.

For this project issues of experience were paramount. There was no practical means of listing such information conveniently on observation instruments themselves, but questions had already been devised. It seemed appropriate to make a separate questionnaire to be handed to observees later. The principles by

which teachers were not told observation aims had continued validity.

Post-observation Follow-up and Feedback

Having completed ten observations, the follow-up questionnaire was distributed, providing an opportunity to gather background information on participating teachers and their views on the observations themselves. It was therefore unnecessary to meet with teachers in person, though some professed interest in the results of the research, or in hearing personalized feedback. Feedback was conducted informally, while this report will obviously be available for peer review. Summaries of the completed questionnaires are included in the section that follows. This section examines benefits of this research from these standpoints: (a) the results of observations and feedback survey, (b) the usefulness of the OI, (c) the process of design, and (d) personal insights.

Results of Observation and Feedback

With only ten observations completed, any analysis of results must be based on qualitative rather than quantitative data. We can see patterns emerging from results, but these are uncertain given the small sample. In fact, there is little apparent correlation between the range of functions used and level of IWB experience, or service years. The original issues raised for this research were gauging correlations between: years of experience and utilization of IWB range, technological familiarity and range, and particular uses of the technology and YL engagement. Addressing these in turn, we see, in summary: (a) There is little apparent difference between length of service and use of IWBs. (b) Technological familiarity does not imply greater use of functional range. (c) YLs are equally engaged with or without IWB-based tasks.

Exactly half the observees were in their first year using IWBs; others were in the 1-2 year range. While some of the most experienced teachers used the IWB less (Ob4 and Ob8 disregarded the IWB completely for long periods), others (e.g., Ob3 and Ob5) demonstrated mastery over wide functionality. Concurrently, while some of the less-experienced teachers used the technology little, the teacher in Ob6 had become proficient rapidly - in about half a year. Only one inexperienced professional, whose use of IWBs had only spanned a few months, responded that IWBs had caused him "unnecessary difficulties" in his teaching.

Needless to say, a further proviso is the limit of one observation per teacher - obviously any observee might use the technology more or less during another observation, especially were they aware of this particular research aim. The follow-up feedback revealed that every teacher, regardless of service length, makes their own flipcharts, or uses colleagues' every week, and only one uses the IWB as a traditional whiteboard as little as two to three times a month -

surely an indication that even she has quickly become reliant on more technologically supported lessons.

Again, there is little evidence that more experienced IWB users become reliant on the technology any more than the non-experienced. Two teachers - both relative masters of functionality - demonstrated wide ranging techniques and task applications. Asked if IWBs had affected their YL teaching in any way, six teachers said their teaching had improved somewhat. Additionally, the sole teacher who responded "no" to this question added "not really in terms of quality but of course I do different activities." It seems clear, then, that most teachers see IWB functions as increasing their range of options, rather than changing the methodological basis of their teaching. One newcomer to the technology commented, "The great thing about IWBs is they bring color to the classroom."

There is no evidence in this research to suggest that YLs are more engaged with IWB-based activities than otherwise. From a total of 51 observed activities, 27 were IWB-orientated. (The totals are based on observations 4-10, after the change to emoticon descriptors, since it would be implausible to assign correlations between the same emoticons with differing descriptors.) No statistical correlation between positive responsiveness and either kind of task orientation is discernible from the results. No doubt there are too many other elements at play in the complex interweaving of affective factors, including: mood/tiredness, interrelation of teaching and learning styles, interpersonal relationships, effectiveness of teacher set-up, and intrinsic motivation. However, one interesting result was the reactions of teachers. Asked if YL enthusiasm for their classes would be affected if IWBs were absent, six teachers reckoned "about the same," while four felt that enthusiasm would decrease: a clear vote in favor of this technology from this sample.

The Observation Instrument in Practical Application

The format of this observation instrument was ideal for this type of research and required little adaptation. Tracking activity progression was easy, whatever the methodology or approach, and marking functional use was as simple as ticking or writing a number. This is not to say that the current design has wide application. Performing these tasks well through the simplicity of its design, the quantitative listing approach, also means that the pro-forma has limited applicability to other types of observation, such as qualitative assessment for internal evaluation purposes.

The graph, however, could be used in a wide range of situations. In any case where records of learner reactions are required, the instrument seems highly usable. Following the changes to the original emoticon descriptors, decisions on where to plot learner

reactions felt more comfortable, and were therefore taken more promptly. There is likely a range of observation types to which such a sheet could be usefully applied. Indeed, during informal feedback, colleagues were most intrigued by the interpretation of learner reactions.

Lessons Learned from the Design Process

Additional to the information and techniques acquired, there was collateral learning from the process of designing, using, and adapting the pro-forma. Given the difficulty of observing several lesson elements at once, making observation instruments is, no doubt, something developed through experience. The experience of this project showed that the design should depend on the purpose of the planned observation, and, to benefit even peer observation, must focus on specifics. It was hard keeping track of functional IWB use. Trying to comment on multiple events and reactions without some focus would be universally unsatisfactory.

Since "the aim of the advisor in the feedback session is to enable the teacher to reflect on their teaching experience and critically reassess their understanding in the light of this reflection" (Randall & Thornton, 2001, p. 120) quality feedback must be, in essence, both accurate and directed. In this example, the design assisted the observer by limiting the note-taking required, and maximizing time spent in actual observation. However, if representational features are the solution to time-saving and accurate recording, descriptors must be user-friendly and well thought out.

Personal Gains and Conclusions

This investigation was thoroughly enjoyable. Previously, I had peer observed to help myself or colleagues, but never in such a targeted, research-orientated fashion. The systematization of procedure gave new, comparative aspects to results, which single observations do not. This was an important learning outcome. I will continue using OIv3 for future peer observations to add to this research and to confirm or deny current conclusions.

Additionally, "behavior can be so habitual that you don't pay much attention to it. As a result you can be driven by old patterns rather than make conscious choices about the way you act" (Head & Taylor, 1997, p. 120). Being new to IWB technology, I have been challenged a great deal since arriving in Korea. Nevertheless, it is surprising how quickly usage of new technology becomes habituated. This project provided impetus to learn unfamiliar techniques from colleagues, but also pushed me to reconsider the educational and engagement values of every activity. Promethean provide a certification program for IWB mastery, at both an individual and institutional level, and this would certainly be worth investigating for any educator who will use the technology consistently.

Yet, seeing how constant technological advancement affects future educational trends will be interesting: "It's clear that students expect more technology, as they have become used to it outside the English class" (Carrier, 2007, p. 13). Promethean are also introducing new pens, which allow multiple concurrent use. Having only one pen available at any one time is surprisingly restrictive, exemplifying a failure of technology to match traditional expectations. Ironically, this issue last year impelled the re-installment of whiteboards next to IWBs in every classroom at the British Council Seoul.

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Note: Emoticons suitable for the observation instrument were hard to come by. Eventually these were taken from the following Internet discussion forum: <http://support.proboards.com/index.cgi?board=suggestions2&action=display&thread=1154043221>

The Author



Martin Goosey is Manager for Innovation in Course and Student Support at the British Council Seoul. He has been a teacher, teacher trainer, and manager in ELT for 14 years, experiencing 12 different countries, from Bosnia to Thailand. He arrived in Korea in 2006, presenting at last year's KOTESOL conference. He would like to thank the following for their assistance in the white board project: Adam Kightley, Sam Dunlop, and Michael Bowles of British Council Seoul. Email: martin.goosey@gmail.com

2008 National Election

- **National Election** voting will take place both Online and at the Conference. (Only members whose memberships expire after the October conference will be included in the online voters list.)

Voting Schedule

- Oct. 16-22 Online balloting
- Oct. 23-24 Online balloting closed for tabulations
- Oct. 25-26 Balloting at Conference

- October 25-26, 2008, voting will be at the International Conference at Sookmyung Women's University in Seoul. Voting hours will be 11 a.m. to 4 p.m. on Saturday, and 11 a.m. to 2.30 p.m. on Sunday. To cast a vote, individuals must be current KOTESOL members at election time.
- All candidates have (1) been a KOTESOL member for at least the past one year (Bylaws, IV.2), (2) provided biographical data and personal statements, and (3) received three endorsements from KOTESOL members for candidacy. For more information on the candidates and the election, **see page 17** or visit the KOTESOL web site.
- Election results will be announced at the Annual Business Meeting on Sunday afternoon, October 26, 2008.

Term 7: The Finch & Hyun Year, 2000-01

By Andrew Finch & Taeduck Hyun, KOTESOL's 6th & 7th Presidents

How is best to begin on this journey into the past, looking back from a different time and place? The years 2000 and 2001 were seminal years for both of us, Dr. Andrew Finch and Dr. Taeduck Hyun, and were full of memorable events. These all occurred eight years ago, and the mists of time have washed over them. Nevertheless, this reflection takes memories and impressions as its starting point, since they form the basis of most realities. Our impressions can be contested for accuracy, but they can also provide a glimpse of the psychological and affective processes that were at work when we shared the KOTESOL Presidency of 2000-01.

To start slightly before the beginning, Andrew was honored to be invited in March of 2000 to be Chair of the 2000 KOTESOL International Conference and immediately asked Dr. Hyun to be Co-chair. The venue, Kyungpook National University (KNU) in Daegu, had already been chosen by the time we arrived on the scene, so our task was to make sure that everything ran smoothly in this outside-of-Seoul conference site. This takes our journey up to the 2000 Conference and its Annual Business Meeting on October 1. It had been suggested that, in the absence of a 1st Vice-President to succeed to the presidency, Andrew run for the position of KOTESOL president for 2000-01. But since the Constitution specifies that the 1st Vice-President be elected and succeed to the presidency, Andrew was elected 1st Vice-President and immediately ascended to the presidency to fill the vacancy that had been created there. Dr. Hyun was soon elected as the new 1st V.P. to fill the position that Andrew had vacated.

Call for Research

Andrew was concerned at this time that KOTESOL was perceived by academics around the world as "a bunch of backpackers," unqualified (or unwilling) to do research in one of the largest TEFL environments in the world. In his acceptance speech at the 2000 Conference, therefore, he called for more research to be done by KOTESOL members. This would not only raise the profile of KOTESOL as a professional organization, but would benefit KOTESOL members and TEFL in Korea. This theme was repeated in his first President's Message in *The English Connection*, (TEC; Nov. 2000), of which the following is an excerpt:

You (KOTESOL members) are the people doing the work at ground zero. You are observing what works and what doesn't work. You are the ones doing distance degrees and basing them on direct action research. The profession needs you, and KOTESOL needs you. Here is my call for action: (a) Observe your classrooms, make notes, and write them up. (b)

Send your observations to TEC or to the KOTESOL Journal (or other journals). Tell the world about your experiences - they are totally valid. (c) Take a look at the list of national officers, committees, and chapters. We need you.

Reflection on Research

It is worth reflecting upon this issue, some eight years later, and asking whether anything has changed. To what extent are KOTESOL and its members satisfying this important professional responsibility? First of all, it must be recognized that the distance degree market has ballooned

Presidential Memoirs

Series Editor: David E. Shaffer

since 2000, along with increased requirements for employment in teaching institutions in Korea. These two factors have meant that KOTESOL members now have the need and the opportunity to pursue professional development, and as a result, the number of master's and doctoral degrees in the organization has increased greatly.

Dr. Finch called for more research to be done by KOTESOL members.

Secondly, KOTESOL is lucky to have a core of dedicated people who continue to take on the majority of tasks that need to be done. Thanks to these people, *The English Connection* and the *Korea TESOL Journal* (KTJ) are published, the web site offers valuable information and resources, local and international conferences are held, Special Interest Groups (SIGs) flourish, and the KOTESOL Teacher Training group (KTT) continues to offer its excellent services.

While being very glad to see these positive trends, the 2000 call for research still rings in one's ears. Korea offers a significant and unique TEFL research area, with enormous enthusiasm for learning on the part of students, tremendous support from parents, and official government recognition of the importance of English. In such an environment, there is enormous potential for research into every aspect of language learning. The KTJ, however, has not been able to keep its deadlines over the years, and so has not been given adequate status by the Korean Research Foundation

(KRF). This is largely due to insufficient input from KOTESOL members. As a result, many academics in Korea, and overseas, choose not to publish in the Journal.

Leadership Retreat

December of 2000 saw the annual KOTESOL Leadership Retreat. The prevailing theme of the Retreat was “reconstructing KOTESOL as a vital force in Korean education.” The main sessions of the two-day Retreat were regional and national conferences, SIG workshops, leadership, membership, fundraising and visibility, and policy. Research, promotional activities, and future directions were seriously discussed. The final objective was for participants to carry back to their Chapters concepts for future courses of action. These included setting up a network of membership coordinators at the chapter level and developing an array of special interest groups. From this initial thrust, almost all of our Chapters have created the position of membership coordinator as an executive office, and KOTESOL has developed numerous and varied SIGs for member participation.

Change of Responsibilities

It was just after the December Leadership Retreat that Andrew was offered a post in Hong Kong, working with Liz Hamp-Lyons and Tom Lumley. Though only a six-month testing consultancy, this was an exceptional post-doctoral opportunity, and Andrew handed over the position of presidency to the 1st V.P., Dr. Taeduck Hyun. Andrew was happy that KOTESOL would be in good hands for the remainder of the presidential term, since he had every confidence in Dr. Hyun, knowing him as a good friend, a notable academic, and an extremely competent administrator. With Andrew's departure and Dr. Hyun's ascension to President, the vacancy in the position of 1st V.P. was filled by Robert Dickey.

As president, Dr. Hyun stressed that “the most important role of Korea TESOL is to advance English education and teaching in Korea.” Within KOTESOL, he stressed professionalism and scholarship, and put forward the idea that a research committee be formed (which became a reality within a year). He promoted cross-cultural understanding by calling for the facilitation of understanding rather than merely focusing on misunderstandings. Dr. Hyun also emphasized the dissemination of information through chapter meetings and local and national conferences, as well as through KOTESOL publications.

Dr. Hyun called for the facilitation of cross-cultural understanding.

Spring Events

To contribute to Dr. Hyun's and Andrew's goals, the spring of 2001 hosted two conferences and a drama festival. The Seoul and Gyeonggi Chapters started off the season with their second joint conference on March 18. Held at Sungkyunkwan University in Seoul, the theme of the full-day conference was “Educating Global Citizens.” This was followed by the 7th Jeolla Chapter Conference on April 21 with the theme “Upgrading the English Classroom.” The venue was Chonnam National University, and with the TV English teacher Bo-young Lee as plenary speaker, the Conference was a great success. Daejeon Chapter hosted the 10th Annual Daejeon Spring Drama Festival on May 19, attracting teams from elementary through university level. Jeolla Chapter also had their annual drama festival, scheduled for October 27. This tradition of chapter events continues and has expanded over the years.

KOTESOL 2001

The 9th Annual Korea TESOL International Conference was again the highlight of the autumn calendar. Under the leadership of Dr. Hyun and Craig Bartlett, the 2001 Conference, held at Sungkyunkwan University, proved to be the biggest ELT event of the year in Korea. Under the theme of “The Learning Environment: The Classroom and Beyond,” the Conference attracted over 130 presenters from over a dozen countries. Nearly half of the 125 presentations were made by international presenters. The invited speakers included Janet Willis, Dave Willis, David Nunan, and Michael Rundell.

Future Directions

Getting to the end of the path less traveled, it is good to see promising trends in KOTESOL. These encourage us to offer some suggestions for future development. These are offered with the benefit of hindsight, and with the experience gained through membership (and

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	2007-08

leadership) of similar organizations. They are offered constructively, in the hope of stimulating positive (and critical) discussion.

1. *Professionalism*: The prime criterion for everything and everyone. KOTESOL needs to establish and enhance a professional reputation worldwide, and its members need to act professionally at all times, collaborating for the good of KOTESOL and the profession.
2. *Korea TESOL Journal*: The utmost effort needs to be put into making the Journal meet all its deadlines, eventually making it four issues annually and a KRF (Korea Research Foundation) accredited journal, listed in places such as the Web of Knowledge, the AHCI, the SSCI, and COPAC. This process could be prompted by contacting aspiring academics around the world, or asking KOTESOL members to write papers based on their distance master's degrees.
3. *Members' Benefits*: It would be desirable if KOTESOL members could be offered professional discounts on items like research software and teaching materials, and possibly even reduced rates on things such as hotel rooms at Conference time.
4. *Involvement in Local Education*: The majority of native speaker teachers in Korea are not KOTESOL members and are poorly qualified as teachers. Even the government-run English Program in Korea (EPIK) accepts people on the basis of citizenship, without requiring any teaching qualifications. Rather than shaking our heads at this, KOTESOL needs to become active in the field of educational policy, helping projects such as EPIK to find and train suitably qualified and experienced applicants.

Conclusion

These Presidential Memoirs describe events and issues, along with suggestions, that hopefully, might spark a re-appraisal of the role of KOTESOL in a profession that is changing very rapidly. This is our wish and our intention. We both desire only the best for KOTESOL and look forward to the day when it will be fully respected worldwide, based on an excellent research record and the enthusiastic professionalism of its members.

The Authors



Dr. Andrew Finch is currently on sabbatical leave from Kyungpook National University, where he is an Associate Professor in the Department of English Education. Dr. Finch is presently in the UK as Visiting Fellow in the TESOL Department of the Graduate School of Education at Bristol University. While there, he is researching into alternative models of language teaching and Korean heritage language learning. He has just completed two more books in the Longman Series Active English Discussion. Email: aefinch@gmail.com



Dr. Taeduck Hyun is teaching in the English Education Department at Andong National University. Since 2001, Dr. Hyun has been Vice President of the Korea Association of Teachers of English (KATE) and is presently in his second two-year term as President of the Modern English Education Society (MEESO). He was appointed Dean of the School of Education in Andong National University in 2007. Dr. Hyun has co-authored a number of student-centered CLT books with Dr. Finch. Email: hyun@andong.ac.kr



2009 National KOTESOL CONFERENCE CALL FOR PAPERS



May 16, 2009 Korea National University of Education

Submissions are invited for 50-minute presentations and workshops, and 30-minute poster sessions on the theme of:

**PROFESSIONAL DEVELOPMENT:
IMPROVING LEARNING BY IMPROVING TEACHING**

Email title, abstract, and author biodata to: national2009@gmail.com

Deadline for submissions: December 31, 2008

Conference presentation research grants available: disin@chosun.ac.kr

2008 National Election Candidates

Office: First Vice-President

Supervises local chapters; assists the President in a variety of duties; represents KOTESOL in an official capacity.

Note: Previously, the 1st V.P. ascended to the presidency the following year and became Immediate Past President the year after that, but in line with 2007 constitutional changes, from 2009, the President will be directly elected to a two-year term.

Candidate: Tim Dalby (Jeonju University)

(1) KOTESOL Teacher Training (KTT) Coordinator, 2008, (2) Jeonju-North Jeolla Chapter: Consultant, 2008; Membership Coordinator, 2006-07, (4) Extensive Reading Special Interest Group Webmaster, 2008, (5) 2009 National Conference Co-chair, 2008.

Office: Second Vice-President

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

Candidate: Kevin Parent (Jeonju University)

(1) Daejeon-Chungnam Chapter President, 2001-2003, (2) National Membership Chair, 2003-2004, (3) National Secretary, 2005-06, (4) International Conference Program Director, 2008, (5) KTT Trainer, 2008.

Office: Treasurer

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

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

(1) National Treasurer, Present, (2) Research Committee Chair, Present, (3) International Conference Committee Treasurer, Present, (4) *The English Connection* Associate Editor and Columnist, Present, (5) *Korea TESOL Journal* Editor and Board Member, Present, (6) *KOTESOL Proceedings 2006* Associate Editor, Present, (7) KOTESOL Web Site Content Editor, Present, (8) *KOTESOL E-News* Co-editor, Present, (9) KTT Trainer, Present, (10) Gwangju-Jeonnang Chapter Conference Treasurer (2008) and Advisor, Present.

Office: Secretary

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

Candidate: Kara MacDonald (Hanyang University, Seoul)

(1) *The English Connection* Editor-in-Chief and Columnist, 2007-Present, (2) Invited Reviewer for *Korea TESOL Journal* and *English Language Teaching*, (3) *KOTESOL E-News* Co-editor, Present.

Candidate: Ralph Sabio (Yonsei University, Wonju Campus)

(1) Gangwon Chapter 2nd Vice-President, Present, (2) KTT Trainer, Present.

Office: Conference Committee Co-chair

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

Candidate: Stephen-Peter Jinks (Hoseo University, Cheonan Campus)

(1) International Conference Committee: Program Guidebook Editing Team, 2007, 2008, (2) Int'l Conference Student Volunteer Manager, 2007, 2008, (3) Int'l Conference Technical Director, 2006, (4) National Conference Book Co-editor, 2007.

Office: Nominations and Elections Committee Chair

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

Candidate: Sherry Seymour (Dongguk University, Gyeongju Campus)

(1) Daegu-Gyeongbuk Chapter Vice-President, Present, (2) Chapter Secretary, 2006-08, (3) National Conference Committee, 2007.



Teaching Is More Than English

-- Responding to a Changing World --

The “post-methods era” and the continuing demand for native-speaker of English teachers might lead you to believe that a good command of English is the essential ingredient to successful English language teaching. The opposite extreme is that excellent pedagogical skills and awareness of the learners is far more important than the language itself. Both of these views may be missing the point.

Almost by definition, teachers are responsible for the development of their pupils. As those students change, and the circumstances around them change, it is logical to conclude that their developmental needs will change as well.

Change Is All Around Us

The classroom, the technology supporting learning, and the world beyond the classroom have changed dramatically in the past few decades. The new textbooks and national curriculum in high schools start next year. Language schools (*hagwon*) have become test-driven. Students’ wants and needs are outpacing the changes in society. Even the English language itself is evolving. It is time for a teachers’ conference to look at how all these changes affect our teaching.

KOTESOL’s 16th annual International Conference accepts the challenge of change, and invites teachers across Asia to share what they have learned about the changing world in workshops, through papers, at SIG meetings, and in casual conversations with their peers.

**October 25th - 26th (Saturday-Sunday)
Sookmyung Women’s University, Seoul**

Responding to Change

Our invited speakers are fresh names, with innovative ideas that will spur your own curiosity and imagination. They are here to challenge conventional beliefs about English teaching in Korea.

It would not be a conference without renowned speakers, of course, and we have some great ones:

- David Graddol, author of *The Future of English?* and *English Next*
- Scott Thornbury, one of the rising stars in teacher training and education materials
- Rose Senior, columnist for *English Teaching Professional* and recipient of the 2005 Ben Warren prize for an outstanding text in language education
- John Cashman, professional Futurist

See the Invited Speakers page on the KOTESOL web site for more information on our 13 amazing Invited Speakers!

- The IATEFL Young Learner’s SIG Asia Tour is joining us as special contributors. Their nine workshops are included in your weekend choices at no extra charge. You need not go to Europe; they are coming here!
- KOTESOL’s Research Committee is offering a series of four presentations on getting the classroom teacher started in ELT research: All you ever wanted to know ... from selecting a topic to writing up the results.
- In workshops and paper-sessions, we will hear what has been found to be successful, and to help you choose the right one, we have created over 15 indexes as well as rated the sessions for less-experienced teachers, more-experienced teachers, and researchers.
- TESOL-certificate and masters-level students at Sookmyung University will share their current Explorations in English Learning with us through special poster displays.
- As our conference has grown larger in recent years, we are taking it outdoors! Renaissance Plaza, the beautiful courtyard in the heart of the conference facilities, will be used for various displays and social activity. Sun, shade, tents, and picnic tables make it a festive autumn excursion.

**Conference
Column**

Responding to Teachers

Teachers have other needs as well. The social networking aspects of conferencing get more attention this year, with longer breaks between sessions, more furnishings for “chat corners” around the venue, and Saturday evening and Sunday morning add-on functions. Spend time with the stars in more intimate settings, join Special Interest Group meetings, or lift a glass (or a few) with your friends!

- Saturday noon featured sessions are “brown-bag” (*dosirak*/sandwich) presentations, so you don’t waste time trekking down the hill in search of lunch - your meal is free, available at the conference hall.
- Saturday evening’s Banquet includes a presentation

by Prof. Marti Anderson of SIT, of intercultural awareness and global issues fame.

- Sunday morning starts earlier than ever, for you early-risers.
- There is a fourth featured speakers' session this year, so chances are better to see all the stars you hope to see.
- KOTESOL Special Interest Group (SIG) business meetings have been incorporated into the conference program, and other KOTESOL management and program functions will be included as well.
- Last year's KOTESOL Authors Displays were quite popular, so they return. Any member of KOTESOL who wishes to display and talk about their own publications, ELT or otherwise, are welcome to share. No sales at these tables, please!
- The KOTESOL Annual Business Meeting is built into the conference weekend timetable, and some of the miscellaneous activities (such as awards) have been moved to other times, so we can get in and get out on time!
- You want more from KOTESOL? Spend a few minutes with KOTESOL's incoming president Tory Thorkelson. He wants to hear your views.

Keeping Up with the Changes

You will want to visit the web site regularly to see the latest developments. It is a full-packed weekend, and updates, events, and services will continue to develop

all the way up to the weekend itself. Things like complete session timetables and topical indices will be added as we approach Conference weekend. We have kept the best of the old, refined some more recent additions, and brought in new concepts. The banquet speaker is new, the non-ELT speaker is an idea lifted from TESOL and IATEFL, the Friday tour and the "meet the presenters" early morning sessions were introduced last year.

But not everything is changing. Like in recent years, we offer more than 160 workshops, lectures, and events to teachers from teachers, more than 25 publishers showcasing their tried-and-true resources and texts as well as their latest offerings, and a venue that is known by teachers and conference managers alike.

Join 1,000+ teachers of English in re-discovering the excitement that brought you in to the English Language Teaching profession, re-assessing your teaching practice, and re-invigorating your passion for the ever-increasing possibilities in your chosen field.

Looking forward to seeing you ...

Robert J. Dickey
Conference Committee Chair

Louisa Lau-Kim
Conference Committee Co-chair



KOTESOL 2008: Invited Speakers

Two of this year's very special invited speakers are featured below. For details on the other eleven featured speakers at the International Conference, turn the page.



John Linton, MD, Yonsei University Medical Center, Seoul, Korea.

John Linton is the medical director of the International Health Care Center of the Yonsei University Medical Center and the only foreigner licensed to practice medicine in Korea.

Presentation Title: *Life in Korea, a Century of Family Perspectives.*

As the great-grandson of one of the earliest missionaries in Korea, growing up in a household with four generations of long-term residence in Korea, and Korean-educated himself, John Linton is custodian of remarkable insights into life in Korea. His presentation addresses life-skills and learning experiences that will be of interest to both Korean and expatriate teachers.



Marti Anderson, School for International Training, Brattleboro, Vermont, USA.

Marti Anderson has worked internationally through the School for International Training and is currently involved in teacher training and education in Thailand.

Featured Banquet Speaker Presentation Title: *Pedagogies of Peace.*

Marti Anderson's talk will look at the pedagogies of peace and examine some of the inherent violences of education, educational systems, and teaching practices. Her main goal is to share her thinking about how teaching and education has the responsibility to uplift and uphold core human values and growth.



KOTESOL 2008: Invited Speakers

With the theme Responding to a Changing World, this year's International Conference addresses the realities of a world that is ever-changing. Students' needs and expectations, the world outside the classroom, and English itself are evolving. Accordingly, this year's invited speakers address such topics as future studies, the future of English and preparing our students for that future. Following are brief sketches of the Conference's invited speakers and their presentations.



David Graddol, The English Company, London, England, UK.

David Graddol is Managing Director of The English Company Ltd. He researched and wrote *The Future of English?* and *English Next* for the British Council.

Plenary Presentation Title: *The Future of English and Teaching.*

David Graddol explores some new and rapidly developing trends in the teaching and learning of English worldwide and explains the wider economic and demographic contexts which have prompted them. He will explain these current trends and envisage the new world order, which they are now bringing about.

.....



Scott Thornbury, The New School, New York, USA.

Scott Thornbury is based in Spain, and is currently Associate Professor of English Language Studies at the New School in New York, where he teaches on an on-line MATESOL program.

Plenary Presentation Title: *Responding to a Changing World: Dialogue and Agency.*

How can we teachers respond to change? Scott Thornbury argues that dialogue and agency are the best response, and teachers respond best to change when they are responsive to their learners, and when they grant them the means to take control of their own learning in a changing world.

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Rose Senior, University of Western Australia, Perth, Australia.

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.

Presentation Title: *Towards Teaching in Class-Centered Ways.*

Rose Senior proposes a class-centered framework for language teacher education that emerged from an analysis of the classroom practices of more than a hundred experienced language teachers. A cornerstone of the approach is that all teachers need to alternate between teacher-centered and student-centered behavior to achieve worthwhile learning goals.

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Yuko Goto Butler, University of Pennsylvania, Philadelphia, USA.

Yuko Goto Butler is an Associate Professor of Language and Literacy in Education at the Graduate School of Education at the University of Pennsylvania.

Presentation Title: *Assessment and Instruction: Can They Have a Happy Marriage?*

Yuko Butler explores how we can make assessment more useful for teaching. Drawing from examples from her own research on assessment in East Asia, she discusses a number of factors that teachers must consider in order to make assessment more useful for their instruction as well as for measuring their students' performance.

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John Cashman, Social Technologies, Shanghai, China.

John Cashman currently heads Social Technologies' office in Shanghai, China. A professional futurist since 1996, John's primary interest is identifying and interpreting the emerging forces that change how people live around the globe for clients.

Presentation Title: *Foreseeing a Changing World.*

John Cashman presents a set of provocative forecasts designed to explore potential futures and considers what might happen outside of the same-as-usual mindset. By exploring the future in this manner, KOTESOL as an organization as well as its individual members can better prepare themselves for the critical uncertainties that lie ahead.



Curtis Kelly, Osaka Gakuin University, Osaka, Japan.

Curtis Kelly is a Professor of English at Osaka Gakuin University in Japan. He has spent most of his life developing learner-centered approaches for English students, students with low ability, low confidence, and low motivation.

Presentation Title: *The Evolving Science of Learning.*

Recognizing the brain's neuroplasticity and that emotion plays a greater role than logic in cognition, Curtis Kelly discusses how it becomes apparent that we should be fostering active learning, task-based approaches, and high degrees of personal relevance.

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Sherry Preiss, The New School University, New York, USA.

Sherry Preiss teaches a graduate course on Learner Assessment for the New School University in New York and is the author of NorthStar: Advanced Listening and Speaking.

Presentation Title: *Energizing Learning: Engaging All Learners in the Classroom of the 21st Century.*

Activities, which challenge students to engage with dynamic ideas and experiences through a variety of media, are required to energize today's classroom. Such activities must provide solid practice not only in skill development but also in critical thinking to effectively foster language acquisition.

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Richard Johnstone, University of Stirling, Scotland, UK.

Richard Johnstone was Director of Scottish CILT (Centre for Information on Language Teaching & Research), based at the University of Stirling, the government-funded center of language-learning expertise in Scotland.

Presentation Title: *Teaching Young Learners an Additional Language: Moving Forward in the Light of Experience.*

This talk identifies the sorts of problems, which can and do occur in terms of ELL planning, implementation, and evaluation. The emphasis throughout will be positive and forward-looking, and a range of strategies for overcoming these potential problems will be identified and illustrated.



Chris Kennedy, University of Birmingham, England, UK.

Chris Kennedy is Director of the Centre for English Language Studies at the University of Birmingham, which runs masters and PhD programs, including a distance Masters in TEFL/Applied Linguistics offered in Korea.

Presentation Title : *Investigating the Language Landscape of Our Learners.*

One of the ways our world is changing is the ever increasing mix of English and indigenous languages in local contexts. The presenter explores positive and negative attitudes of users to this spread of English and suggests ways in which we can involve learners in investigating their own local landscapes, culture, and languages.

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Joo-Kyung Park, Honam University, Gwangju, Korea.

Joo-Kyung Park, former President of Korea TESOL (1996-1997), is an Associate Professor at the Department of English Language and Literature at Honam University.

Presentation Title: *Glocalization Should Be It!*

In order to meet current and future challenges actively and successfully, critical thinking and creative minds seem to be the two most important things to develop through ELT, and glocalizing Korean ELT seems to be the way to approach it: catering to learners' Korean-specific needs, expectations, and responsibilities to succeed in a global era.

.....



Merton Bland now resides in the Washington, DC area, USA.

Merton Bland has had a brilliant career in the United States Foreign Service and as a language scholar, teacher trainer, and teacher around the world.

Presentation Title : *Ten Commandments for Teaching English in a Changing World: Methodology for the Twenty-First Century.*

Merton Bland presents our task as enabling those we work with to use English as a vehicle of communication, using an English natural to the speaker (i.e., a Korean English) but an English comprehensible to the greatest number of persons who do not share the speaker's origins.

Presentations at KOTESOL 2008 Responding to a Changing World

Check the Conference program book and KOTESOL web site for comprehensive indices.

21st Century Learning Preferences/Styles

- Peter Carter** EFL Textbooks: What do Low-Proficiency Learners Want?
- Parisa Daftarifard** Perceptual Learning-Style Preference and Achievement Across Age and Proficiency Levels
- Nathan Jones & Shun Wang** Personality Type and the Persistence of Error Correction Preferences
- Jung-hwa Lee & Rose Marie Whitley** Teacher's Written Error Feedback on College Students' Writings
- David E. Shaffer** Korean Attitudes Towards Varieties of Spoken English

Young Learners

- Soonam Han** The Influences of Teachers' Support in Young Learners' Narrative Tasks
- Kyungnan Park** Using DVDs to Improve Communicative Competence for Koreans
- Rafael Sabio** Online Videos: Authentic Materials Used in English Language Learning
- Makiko Tanaka** Is English-Only Instruction More Favorable in Elementary Schools?: An Analysis of Teacher-Student Discourse and Interaction
- Jessica Vaudreuil-Kim** Teaching English Through Storytelling: How to Teach Various Levels
- IATEFL Young Learners SIG Traveling Workshop Program**
- Richard Johnstone** Teaching Young Learners an Additional Language: Moving Forward in the Light of Experience
- Hans Mol** Why Sing?: Using Songs with Young Learners
- Hans Mol** Grammar Can Be Fun!
- Wendy Arnold** Story as a Vehicle
- Wendy Arnold** Synthetic, Analytical Phonics and the Whole-Word Approach
- Adrian Tennant** Exploring Reading
- Adrian Tennant** Audiobooks
- Caroline Linse** Selecting Authentic Literature for Young Beginners
- Caroline Linse** Creative Correspondence Activities for the YL Classroom

Very Young Learners

- Allison Bill** Creative Reading and Writing for Children
- David Deubelbeiss** Text to Speech: Liberating the Learner and the Teacher!

- Danielle Little** Maximizing Learning by Developing Students' Brain Potential
- Justin Shewell** Free, Easy, Adaptable Online and Paper-Based Vocabulary Activities

Teen Learners

- Andrea Henderson** Let the Students Write: Practical Ideas to Assist Students with Their Writing
- Jiyoon Lee** Assessing Paired Speaking Assessment
- Nancy Jo Marcet** Helping Your Students Become Organized Essay Writers
- Mayuko Miyazaki** Effects of Self-assessment on Student's motivation for English Writing
- Tatsuhiko Paul Nagasaka** The Changing World: Utilizing Hollywood Movies for Cultural Awareness
- Tomoko Yabukoshi & Osamu Takeuchi** Language Learning Strategies in an Asian EFL Context

Content-Based Instruction

- Tracy Cramer** Using Video to Develop Language and Global Issues Awareness
- Glen Poupore** Video-Based Tasks Within Willis' TBLT Framework
- James H. Life** Instructing Listening Comprehension with Internet Video Clips
- Glen Poupore** Task Motivation in Process and the Effect of Task Topic
- Korey Rice** Meeting Students' Changing Needs Through Program Reform
- Tory Thorkelson** Building a Successful Content-Based (CBI) University Course

Global Englishes

- Kristin Helland** World Englishes: Seeking a New Framework for Teaching Culture
- Barry Kavanagh** The Native Speaker's Relevance to the ELT Classroom and Profession
- Caroline Linse** TESOL as a Global Profession: Advancing One's Career
- Kazushige Takahashi** A Breakfast Effect on Japanese University Students' ESL Proficiency
- Li-Yi Wang** From Standard English Advocators to Global Englishes Educators
- Johanathan Woodworth** English as a Global Language: Global Englishes versus International Englishes
- Johanathan Woodworth** Legitimizing the Nonnative English Speaking Teacher (NNEST) in English Language Teaching (ELT)

Genre Studies

- Brian Keith Heldenbrand** Worship, The Bible, and Teaching English
- Siamak Mazloomi** On the Relationship Between EFL Learners' Genre-Awareness and Their Proficiency Level
- Jon Mitchell** Finding Our Voice: Learner Narratives in the TESOL Classroom

Intercultural Communication

- John Campbell-Larsen** Promoting Fluency Through Discourse Awareness
- Terry Fellner** Taking It Outdoors: Language Learning Beyond the Classroom
- John Honisz-Greens** Using Tandem Learning to Explore National Identity and Stereotypes
- Maggie Lieb** Should We Care How Our Students Perceive Us?
- Chungyeol Park & Heather Sellens** Who's Doing All the Talking?

Internet English

- Kyosung Koo** The Effects of Corpus Use on Accuracy of Writing
- Sergio Mazzarelli & Etsuko Fukahori** Effective Strategies to Integrate Video Production into EFL Classes
- Jeong-weon Song & Joe Walther** The Use of Voice Bulletin Board in a Classroom English Course
- Thomas Webster** Grounding Technology: Considering the Educational Situation

Facilitating Learning

- Sasan Baleghizadeh** The Dilemma of Assessing Paragraph Structure Awareness
- Allison Bill** The Next Step: Professional Development
- Sarah Jones & John Wendel** Encouraging Participation in Compulsory Freshmen University Conversation Classes
- David Kluge & Matthew Taylor** Students Helping Students: How to Do Peer Reading
- James H. Life** Motivation and Northeast Asian EFL Students
- Don Makarchuk** Effects of Reciprocity Conditions in Interviews and Paired Testing
- Sutida Ngonkum** Collaborative Listening: Maximizing Students' Aural Comprehension

Technology-Enhanced Instruction

- Charles Anderson** Mobilizing Affective and Effective Homework
- Sarah Louisa Birchley** ESL Podcasts: Don't Forget the Content!
- Michael Bowles** The Role of Online Tutors in Supporting Teacher Education Through Asynchronous Computer-Mediated Communication

Ian Brown CALL for Change with Lower-Level University Students

Terry Fellner Writing Fluency: What Is It Really?

Matthew Rooks Supplemental Activities and Projects for Extensive Reading

Jennifer Vahanian & Rex Stewart Creative and Motivating Writing Activities Using Sound and Video

Nicholas Yates Professional Development: Empowering Teachers for the Future

Business English

Timothy Dalby & Kristin Dalby Using Targeted Surveys to Inform and Improve Our Teaching

Stafford Lumsden Teaching Listening: Instructional Interventions for Improved Listening

Grace H. Wang The ABCs of Task-Based Teaching

Materials/Curriculum Design

Timothy Dalby Testing Times for Teachers

Maria Pinto & Sherwin Jones Designing an In-house Level Placement Test

Wareesiri Singhasiri & Chada Kongchan Teachers' Personality Styles, Objectives, and Material Design

Tory Thorkelson Bringing Drama into Your Classroom: How to ACTivate Your Students

Pronunciation

Christopher Bozek Weekend Review

Jennifer Jordan An Investigation of Short-Term Length of Residence on the English of Native Speakers of Korean

Justin Shewell Empirical Evidence of Common Speech-Perception Problems for Koreans

Raymond Smith Beyond Listening: How to Enhance the Listening Experience

Grace H. Wang Teaching Discourse Intonation: The Why and How

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Atsushi Asai Updating Basic Vocabulary in EFL

Kelly Drake Monsters 101: A Project for the Creative Classroom

John Honisz-Greens Incorporating DREAM Management into the ELT Workplace

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Rob Waring & Rocky Nelson Developing an Extensive Reading Program in Korea

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Jeffrey Walter Teaching Conversation Strategy and Structure

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Jonathan Aleles Using Differentiated Instruction in a Multilevel English Conversation Course

Jihyun Kim Reading and Writing: English Newspapers in Education

Chiyo Myojin Teaching English Methodology

Pamararat Wiriyakarun Strategy Training for Promoting Learner Autonomy: A Case Study

Classroom Management

Peter Burden Benefit or Bane?: Student Evaluation of Teaching in Japanese Universities

Tsan-Jui Cheng Fostering Learners' Self-Directedness: A Study on the English Teachers' Role

Chada Kongchan & Wareesiri Singhasiri

Teachers' Anxiety about Using L2 in EFL Classrooms
David Leaper Group Discussion Tests for In-class Assessment

Christopher Stillwell Bringing Change to the Classroom Through Collaboration

Research: The "How-to" Series

Presented by the KOTESOL Research Committee

Jake Kimball Doing Research 1: Selecting a Research Topic

Kevin Parent Doing Research 2: Designing a Research Project

David D.I. Kim Doing Research 3: Collecting and Analyzing Research Data

David E. Shaffer Doing Research 4: Reporting Research Results



Join the Conference Team!

There are roles and times for everyone.

Whether you'd like to share a half-day at the conference, a few hours here and there before the conference, or help make decisions in the final weeks, we'd love to hear from you.

When we all help a bit, everything works better.

Contact Rob Dickey: 016-834-0968

Email : robertjdickey@yahoo.com

Pre-register for the Conference

Pre-registration ends in early October.

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- Go to <http://www.kotesol.org/?q=ICo8>
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KOTESOL 16th International Conference Timetable

Saturday, October 25, 2008

8 am - 5 pm	Registration
9:00 - 9:45	Concurrent Sessions
10:00 - 10:45	Concurrent Sessions
11:00 - 11:25	Opening Ceremonies
11:25 - 12:10	PLENARY Session: David Graddol
	LUNCH PICK-UP
12:35 - 1:20	FEATURED Sessions
1:30 - 1:50	Concurrent Sessions: Research Papers
2:00 - 2:45	Concurrent Sessions
3:00 - 3:45	Concurrent Sessions
4:00 - 4:45	Concurrent Sessions
5:00 - 5:45	Concurrent Sessions
6:00 - 6:45	FEATURED Sessions
7:00 - 8:30	Banquet - FEATURED Speaker: Marti Anderson

Sunday, October 26, 2008

7:30 - 8:15	Meet-the-Speakers and Other Special Sessions
8:00 - 2:00	Registration
8:30 - 9:15	Concurrent Sessions
9:30 - 10:15	Concurrent Sessions
10:30 - 11:15	FEATURED Sessions
11:30 - 12:15	Concurrent Sessions
12:30 - 1:15	PLENARY Session: Scott Thornbury
1:30 - 2:15	Concurrent Sessions
2 :30 - 3:15	Concurrent Sessions
3:30 - 4:15	FEATURED Sessions
4:30 - 7:00	Annual Business Meeting

Making a Presentation Sparkle

By Tim Dalby

Making a presentation a good one can be a difficult trick. Public speaking is often cited as the number one fear (ahead of spiders and snakes) and for some, possibly a stressful experience (sometimes eclipsing moving house and divorce), but it doesn't have to be that way. Nor does it have to be boring, wooden, or static.

The Basics

To give a reasonable presentation you need to follow the three Ps - *Prepare, Practice, Present*. First, *prepare* what you are going to say: do your research, create a sensible structure, produce some slides. You need to be the most knowledgeable person in the room about your topic. Second, *practice*. Then practice again. And again. In fact, practice as much as you can. If you can, find a friend to sit through your presentation and make notes to critique you on at the end of the practice run. This is the time to check that any flashy technology works and that your jokes sound funny out loud. Finally, *present*. Make sure you arrive on time. Early is better as it gives you time to check out the room, set up any technology you may be using and deal with any problems. It also gives you time to relax so that you do not speak too fast or too quietly, or spend your whole presentation looking at your own slides rather than at the attendees.

Basics Plus

Following these simple steps is usually enough to get you through, but what if you want to make your presentation really special, to make it sparkle? For this, I asked some of my KTT (KOTESOL Teacher Training) colleagues for some advice and the things they do to make their presentations special.

Preparation. Tory Thorkelson (TT): My biggest tips would be to be passionate and knowledgeable about what you are presenting on.

Ralph Sabio (RS): Appealing to the audience in terms of what they really want. You would never want to present theory to a bunch of teachers that are looking for practical things to use in the classroom.

Aaron Jolly (AJ): Make sure that it applies to the EFL classroom, as many presentations I see from people who are educated and trained overseas lack the dynamism to incorporate a perceptive evaluation of what works here and to apply it.

Bruce Wakefield (BW): Each presentation needs to have clear objectives, and a focus. In the outline/abstract for each presentation, the objectives

and focus need to be quite clear.

Practice. AJ & RS: For me in a 50-minute session "synthesis" is the key. A good presenter has to synthesize ideas from numerous sources, and in doing so, strike a balance between depth of content and room for interaction, or presenter reflection.

Present. TT: Allow time for participants to get involved in what you are presenting - whether it is through group or pair work or by having a Q&A or discussion time at the end of the presentation.

BW: Preparing a "good" presentation is really no different from preparing a "good" lesson. You need to be quite clear as to what you mean. For example, all technical jargon, abbreviations, and acronyms need to be explained. Also, be aware of the following two situations: (a) Beware of quiet, shy attendees. These people must be encouraged to contribute and become involved in the presentation. (b) The presenter must also be prepared to quietly, but firmly, "close down" anyone who tries to dominate the discussion.



Final Thoughts

Some speakers still subscribe to the view that they can simply read a paper and the content will speak for itself. Unfortunately, the content is only half the presentation. The other half is the delivery. People no longer want to attend a conference to listen to rushed and toneless presentations on topics with little practical value in the classroom. You may get to present once in this fashion, but if you want a second invitation (or an invitation to join KTT), you need to sparkle.

The Author



Tim Dalby, is from Portsmouth, England and has been teaching since 2000. He has taught in Korea, New Zealand, and the Czech Republic in a wide variety of contexts. He currently teaches at Jeonju University and is about to complete his M.A. in English Language Teaching. Tim is KTT coordinator and is always on the lookout for quality presenters to join the KTT team. If interested, email: tim_dalby@yahoo.co.uk.

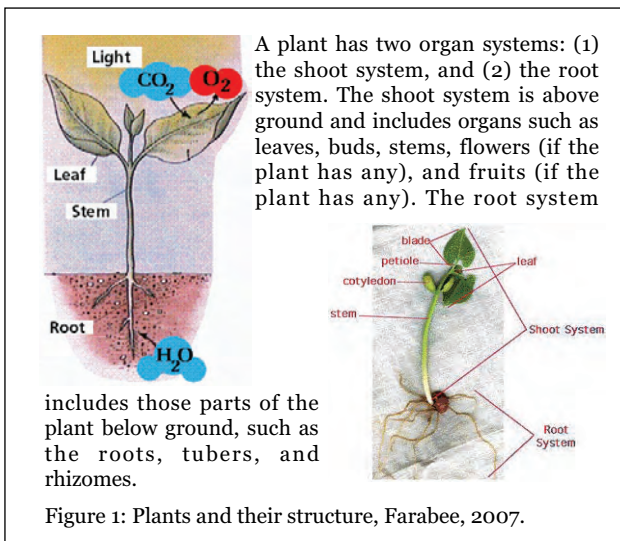
Content-Based Materials 2

Content-based instruction is becoming more and more accepted in EFL and is finding its way into ELT curricula at all levels. A brief glance at *Google Scholar*, or a quick database search using referencing software, will reveal a wealth of books and articles on the subject, some written in the East Asian context. A few of these are offered at the end of this article.

Having decided to design content-based materials, the pre-planning stage is (as always) very important. Before setting pencil to paper or mouse to mouse pad, we need to reflect on our goals and methods. What are we trying to do? What linguistic, social, affective, psychological, and cultural needs are we addressing? What are the philosophies behind the materials? What content are we choosing, and why? Are we teaching two subjects together (e.g., English and Math) or presenting a grammar-based language syllabus in a more enjoyable, meaningful, and challenging framework? As we can see, there are many considerations and a corresponding wealth of possibilities. What, therefore, is the first step? How do we proceed?

One approach is to use the content as language input and to design an activity that focuses on linguistic, cultural, social, and affective goals. This has drawbacks since the students will not be actively exploring the content for its own value. How about starting with the *other* subject to see how language goals can be incorporated? This sounds good, and ideas spring quickly to mind. For example, when a recipe (Home Economics) or an experiment (Science) is involved, the materials can use imperatives and sequencers (*First do this. Then do this. Next do this. Finally do this.*). However, if we look at Figure 1, we can see that things are not always so straightforward.

We now have (Fig. 1) subject-specific language that is not normally found in EFL learning. Technical



vocabulary is an important feature of content-based language teaching and poses a problem. One solution is to view the two subjects (English and Biology) as equal, and to address them both. There is a lot of vocabulary to be learned and reading passages to comprehend, but before that, it could be an idea to set up some practical experiments. We could view the plants themselves as teaching materials and start growing beans in the classroom. Children could discover the names of the structure as they see the roots emerge, the shoot forming, the stem growing, and the leaves getting bigger. Perhaps students could draw the bean in its various stages and add the scientific terms as they find out about them, eventually arriving at the pictures in Figure 1.

Materials Design
By Andrew Finch

This is discovery learning, and further materials will reflect this approach. Reading passages might be skimmed and scanned for important information, or students might be asked to explain the passages to each other, solving problems in collaboration when they come to difficult words or concepts. Whatever the approach taken, it can be seen that content-based learning offers exciting materials-design opportunities as well as difficult challenges.

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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

Teaching Pronunciation

Many students gauge their English progress by pronunciation. This practice is unfortunate because pronunciation is one of the most difficult aspects of any language to master and to teach. Thus, this *Training Notes* identifies obstacles to pronunciation instruction that might help teachers better understand the challenges students face, and then sketches a brief teaching strategy.

Obstacles to Pronunciation Instruction

Obstacles to learning pronunciation can be grouped into three loose categories: (a) input filters, (b) L1 interference, and (c) L2 complexity.

Obstacles to learning pronunciation: input filters, L1 interference, and L2 complexity.

Input Filters

Lightbown (2001) lists a range of input filters that limit student ability to perceive and process foreign language. These input filters include affective factors that increase student anxiety; cognitive factors, such as student phonemic discrimination ability; and linguistic factors, such as L1 interference and L2 complexity, discussed separately below.

Most teachers know that affective factors like shame and embarrassment need to be avoided. Cognitive factors also need consideration. For example, the mind has a fascinating ability to perceive patterns, but discards information to make patterns perceivable. Infants perceive the sounds of every language, for example, but their minds quickly discover which sounds carry meaning and disregard the rest. Filtering out meaningless sounds leads to later difficulty perceiving them in a foreign language.

Memory and attention capacity also serve as cognitive filters. Most people can at best hold only five to seven items in short term memory at one time, and fatigue further limits this amount. Research suggests that attention also has limits.

These cognitive and affective factors not only obstruct learning, but also impede teachers' ability to pinpoint pronunciation problems. That is, identifying errors and articulating the precise problem in a manner that can help students, while focusing on lesson objectives, group dynamics, and class management requires, great skill.

L1 Interference

Another obstacle is L1 interference. Korean has specific rules not applicable to English. Han (1997), for example, suggests that the common Korean pronunciation of "nickname" and "all ready" as *ningname* and *all leady* does not stem from inability to pronounce /k/ and /r/ properly. Rather, these errors arise because of two rules from Korean phonology: (a) /k/ before a nasal is reduced to an "-ng" sound, (b) when "r" follows "l" it assimilates to /l/. Korean students transfer these rules to English naturally.



Training Notes

By Douglas Margolis

Another form of L1 interference is that allophones in Korean may be phonemes in English and vice versa. A phoneme is the smallest unit of sound in a language that carries meaning. In English, for example, /l/ and /r/ are two phonemes and interchanging them changes meaning: *road* versus *load*.

Allophones are the smallest unit of sound without changing meaning. In Korean, all variations of "r" and "l" sounds are allophones, so Koreans do not recognize /l/ and /r/ like English speakers because these sounds do not mark a phonemic contrast.

Stress presents another issue. Korean syllables receive equal timing whereas English syllable timing depends on word and sentence stress. Consider: (a) *Cats eat mice*. (b) *The cats eat the mice*. (c) *The cats are eating the mice*. Korean would require more time as the sentences get longer, but in English, all three sentences take essentially the same amount of time because native speakers reduce the unstressed syllables (Celce-Murcia, Brinton, & Goodwin, 1996).

The Korean language also uses inflections for marking topics and prominence, but English speakers mark new information through adding sentence stress or resorting to particular intonation patterns.

L2 Complexity

L2 complexity is a third source of pronunciation difficulty. For example, conflicts between the orthographic system - the language's written form - and pronunciation can confuse students. Consider, for one example, the irregularity of the following words: *bird*, *heard*, *absurd*, and *word*.

Some learner errors arise from pronouncing words according to spelling, like *often*, *camera*, *knead*, and *paradigm*, which works in some languages. But not English. Another issue is the presence of phonemes nonexistent in Korean, such as /f/, /v/, and the “th” sounds. Tongue and teeth placement may feel uncomfortable. Consonant clusters can also be problematic. In short, pronunciation instruction must account for these obstacles.

Pronunciation Instruction Strategy

Instruction must start with perception work, noticing and attending to English forms. Develop student awareness of sounds - both segmentals and suprasegmentals - in listening texts, such as songs, movies, and podcasts.

Heighten student awareness of word stress, sentence prominence, and intonation by exploring how meaning changes when these are altered. For instance, students need to become sensitized to the difference between “**SALLY** likes Harry” and “Sally likes **HARRY**.”

Next, help students understand the differences in sound production in L1 and L2. For example, Korean students may focus on lip rounding for production of the “sh” sound, as in the word *sure* because that is a key aspect in Korean. For English production of “sh,” however, lip rounding is not the key feature that native speakers attend to, thus in words such as “she,” “shy,” “fashion,” and “sham,” little, if any, lip rounding occurs and may give the word a foreign sounding accent.

Work on one issue at a time. Make it fun and playful and be optimistic. Finally, most textbooks recommend multimodal techniques, such as using both visual and sound aids, as well as physical movements. Teachers might find Jeremy Harmer’s new book (Harmer, 2007) a worthy resource (see MacDonald review in the June issue). For an in-depth treatment of English phonology

and instruction ideas, see Celce-Murcia et al. (1996). There are also useful web sites and free tools on the Internet. PRAAT (<http://www.fon.hum.uva.nl/praat/>), for example, is software that allows students to visually see their intonation and stress patterns, and compare theirs against a native speaker.

One Activity for Intonation

Research suggests that stress, rhythm, and intonation may pay bigger dividends than spending loads of time focusing on individual phonemes, though phonemic work is helpful. One intonation activity is “Question-Statement.” Write a list of sentences on the board, such as the following, without any final punctuation:

1. I’m going to the store
2. You are going to the library
3. John is at the park
4. Eunjin likes tomatoes
5. Mary drinks too much
6. Byunggu can lift 250 pounds

Then read the sentences as questions or statements and have students identify them:

- Teacher: I’m going to the store?
Students: Question
Teacher: You are going to the library.
Students: Statement

Follow-up by discussing meaning nuances. For example, the first one may suggest surprise, while the second as a statement may carry a domineering nuance. After students call out the correct form regularly, discuss how the intonation is different for statements and questions, then break into groups to practice these sentences and others.

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The Author



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A Quote to Ponder

The most important thing that you can do as a teacher is to be aware of [the] characteristics that have the potential to impact what happens in your speaking class.

Keith S. Folse. *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom*, 2006.

Practicing the Past

Activities to practice talking about the past never go out of style. Once students have seen simple past, present perfect, past continuous, past perfect, used to, and would for habits in the past, they need a variety of activities to mix everything up and observe differences. It's easy enough just to have students talk about their weekends or past vacations, but it's always good to have something a little different on hand. That's where these activities, all taken from the grammar section of the "Idea Cookbook," part of *Dave's ESL Cafe*, can come in handy.



Used To

This activity practices used to for habitual actions in the past. Students each get a strip of paper, with a fake life-changing "event." They then tell the group three things that they did or didn't use to do. The group tries to guess what the event was, asking *Did you use to...?* questions when possible. Unusual and surprising events include: Three months ago, you had your first baby; Five years ago, you were found guilty of robbery; six weeks ago, you won the lottery; one year ago, you retired from your job; two years ago, you met the man/woman of your dreams; one month ago, you won an Olympic gold medal in sumo wrestling. Variation: Students invent a life-changing event for another student to present to the class. (Submitted by Bernadette Kelly of Belfast, UK.)

What Did They Do?

Judith C. Shaffer of Tegucigalpa, Honduras submitted this game for practicing the simple past. Compile a list of at least twenty different names of famous people. Divide the class into teams. The first team gives you a number. Find the number's corresponding name on your list of famous people and read it aloud. The team makes a sentence to answer the question *What did s/he do to become famous?* The answer really needs to show what the person did to become famous. (So, *He lived in England* would not be good for Shakespeare, but *He wrote Hamlet* would be a good answer). To really practice different verbs, prohibit the verb *to be* from the game (*He was a writer*). Scoring: a correct answer in less than 30 seconds = 2 points, 1 minute = 1 point, incorrect answer = minus 1 point, pass = 0 points (the next team can take a shot at it). Note: You can check

out the full description of the game online for a list of famous names. For a faster pace, simply change those answer time limits.

Cut and Past

Simon Mumford of Izmir, Turkey wrote in this clever idea for showing the difference between simple past and present perfect. Although it is not a practice activity, it would be very useful in the presentation stage or as a reminder just before you go into practice games. Tie a piece of string to a door handle. Have one student hold the other end of the string. On the board, write this dialogue:

Have you been to France?
Yes, I have.
When did you go?

Two students read the dialogue. Cut the string as soon as they get to "did." This reminds students why we replace the present perfect with the past tense: The connection with the past is clearly broken.

Tobasco Treat

This one is for kids or teens and would truly spice up long afternoons with those SAT exam preparation books. It would be particularly useful for reviewing irregular past tense changes or differences between two different past tense forms. Write out a story of about ten sentences on the blackboard or projector. Make one or two errors with the past tense in each sentence. Stand in front of the class with a cup of tomato juice and a bottle of tobasco sauce. The class works together or in teams to find the mistakes in the story. For each mistake that students correct, pour a little tobasco sauce into the cup. When they have found all of the mistakes, congratulate the class, and *one shot* your spicy tobasco treat! (Anonymous)

Reference

Dave's ESL Cafe. (n.d.). *Idea cookbook, Grammar section*. Retrieved July 30, 2008, from <http://www.eslcafe.com/idea/index.cgi/?Grammar>

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

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Vocabulary Mythology

Greek mythology - what the ancient Greeks considered to be undeniable truth, the people of today consider to be fiction. English language teaching, too, can have its beliefs and misbeliefs. Keith Folse has identified a set of misbeliefs concerning the teaching and learning of words and set them out in *Vocabulary Mythology* (2004). Six of these “myths” are presented below, along with teacher and student opinions on their veracity taken from a survey I have conducted. The results for some of the myths are especially eye-opening.

Myth: Using word lists to learn second language vocabulary is unproductive. Secondary students with English word lists are a common sight on Korea’s buses and subways. But, of the 250 Korean university students (English learners) surveyed, the majority of the respondents (67%) thought that word lists were unproductive. Likewise, more than half of the native English-speaking university instructors in the survey (52%) believed word lists to be unproductive. The idea that the best approach to learning vocabulary is through reading them in a context seems to have gained prevalence. However, studies suggest that when presenting vocabulary to learners for the first time, it is better to present them in out-of-context word lists.

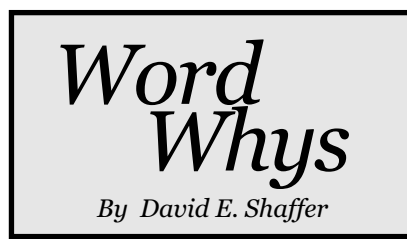
Myth: Presenting new vocabulary in semantic sets facilitates learning. Here “semantic sets” means groups of words with closely related meanings (i.e., *red, orange, yellow*, which are all colors; and *apple, pears, peaches, oranges*, which are all names of fruits). While learners were able to identify this statement as false (80%), the large majority of teachers (88%) thought it was true. Studies show us that language learners learn vocabulary more quickly when semantically unrelated words are presented together. Presenting topically related words (i.e., *fire, red hot, put out*.) is likely a more productive approach.

Myth: The use of translations to learn new vocabulary should be discouraged. We hear the word “translation” and immediately think of the out-of-favor Grammar-Translation Method. This may be related to why 22% of the instructors surveyed agreed with this survey statement. More surprisingly, 84% of the students surveyed agreed with it. Vocabulary experts such as Paul Nation, however, conclude that vocabulary learning is faster for many learners when the L1 translation of the word is given first.

Myth: Guessing words from context is an excellent strategy for learning second language vocabulary. We have read this so much in the literature that we could not possibly think it is wrong. Accordingly, 83% of the instructors surveyed agreed

with the statement. We have also urged our students to use this strategy in vocabulary learning, possibly prompting the majority of the student respondents (54%) to agree with the statement. However, experimental studies reveal that trying to infer meaning from context is less effective than more explicit or intensive forms of instruction.

Myth: The best vocabulary learners make use of one or two really good vocabulary learning strategies. A whopping 94% of surveyed students



believed this to be true, as did a majority (56%) of instructors. It is often thought that you can’t go wrong by using the best. However, research reveals that good vocabulary learners use a wider variety of vocabulary learning strategies and use them more often than do poorer learners. The variety provides additional associations to link word meaning to, thereby facilitating learning.

Myth: The best dictionary for second language learners is a monolingual dictionary. While research by Nation and by others shows that initial introduction of L1 translations of words is conducive to faster vocabulary learning, 35% of instructors surveyed believed that a monolingual dictionary is best. And even more surprisingly, 77% of students surveyed believed the same. However, there is no empirical evidence available showing that bilingual dictionaries are inferior to monolingual ones. Both have their strong points and weaknesses. Monolingual learner dictionaries have concise definitions but are less accessible. Though bilingual dictionaries are more accessible, they are often little more than a thesaurus. Both are useful.

Was “eye-opening” an appropriate adjective to use in my first paragraph?

The Author



David Shaffer has been on the faculty at Chosun University in Gwangju since the 1970s. In his vocabulary instruction, he includes the use of word lists, incorporates L1 word translations, and encourages the use of both mono- and bilingual dictionaries. Dr. Shaffer also refrains from introducing vocabulary in semantic sets, discourages over reliance on guessing meaning from context, and discourages reliance on only one or two vocabulary learning strategies. Email: disin@chosun.ac.kr

Teaching Reduced Vowel Sounds

By Yoo Jin Choi

Since Korean is a syllable-timed language, which has very regular word stress patterns, most Korean learners tend to pronounce English words or sentences applying Korean sound patterns. This is often the case for learners with long-term exposure to written, but not to spoken, language. In particular, I have found that reduced vowel sounds are one of the most problematic areas, as well as a crucial part of naturalist speech. Here I offer a lesson plan that can give instructors a view on how to raise student awareness of reduced vowel sounds, while also working on building communicative competence.

Step 1

When the class begins, raise student interest by writing two sentences on the blackboard, one in Korean and the other in English. Then ask your students the differences between English and Korean in terms of stress patterns. Let the students speak freely about the matter, then write their ideas on the board and have a short discussion on the issue. Keep in mind that this stage should not take more than 5 minutes of your class hour.

Step 2

Introduce reduced vowel sounds by showing examples, which will facilitate student understanding of the phenomena. Inform your students that reduced sounds imply unstressed vowels, omitted sounds, and other alternations of the form such as assimilation, contraction, and blending. The goal is show that the schwa sound is an unstressed, lax vowel, which requires no movements of the tongue, the jaw, the lips, or the facial muscles. You can present the vowel quadrant with the schwa symbol (the upside-down *e*) in the mid-central section, if you feel it is appropriate for your students' level.

Also, it is substantially important to let your students know that usually content words are strongly stressed, whereas function words are unstressed. Content words are nouns, verbs, adjectives, and adverbs - in other words, they are the ones that contain most of the information in a sentence. Function words, on the other hand, provide the grammar structure which link content words in phrases and sentences. They include prepositions, articles, conjunctions, and pronouns; function words are unstressed in the stream of speech and they exhibit various forms of reduction.

Step 3

Give a handout to each student showing a list of sentences containing reduced sounds in function words

such as *to*, *at*, *it*, *for*, and *from*. Allow your students one or two minutes to circle the words that they think will be reduced in the sentences by applying what they learned in Step 2. When the students finish the exercise, identify and pronounce the reduced sounds in each sentence, for example, the variations for *to* and *at*. Give the class enough time to practice the pronunciation of reduced sounds in connected speech before moving on to the next step.

Step 4

This is the stage where you can maximize the outcome of teaching reduced sounds. The main focus of this phase is to build the students' communicative competence by combining the receptive language skill of listening with the productive skill of speaking. Make a copy of a short passage from a movie script which suits your students' level and which involves a conversation between two people that you have selected. Have your students watch the movie clip and listen to the conversation two or three times. Then discuss which words had reduced sounds, making a list on the board. After this, put your students in pairs, designate roles, give each student the script and have them act out the scene focusing on the use of the identified reduced sounds. Alternatively, Internet podcasts may be used in place of movie clips. Throughout either activity, encourage students to apply reduced sounds in their speech and make use of self-/peer-correction. An immediate change in students' pronunciation will not occur; however, it will certainly help learners to realize the differences in stress patterns between Korean and English, and if the students keep the rules in mind and practice, it will facilitate a shift in pronunciation to a more target language-like form.

Techniques

The Author



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Managing Classroom Chaos

Regardless of how well we teach, there are always better ways to implement more productive and efficient lessons. As an outsider to your classes, sharing specific, workable solutions to individual problems is not a surefire remedy in every instance, given that many different factors cause classroom chaos. In many instances, we blame students for being wily, disinterested, and in the worst cases, simply incorrigible. In short, it is the students' fault. Teachers also hold administration accountable for its lack of institutional support, inadequate in-service training, and general culture of malaise for not promoting discipline among the student body. This time, it is the employer's fault. We can also attribute culpability to parents, an unfortunate home life, diet, or sleep patterns. Now it's a parental flaw. We can even impugn the local culture. Now it's society's shortcoming. Indeed, sometimes contributing variables are beyond our control. Other times, there are teacher behaviors we can identify and modify.

Rather than point fingers, try investigating your class to uncover actions which may be promoting a classroom culture of misbehavior. Here are some areas to begin exploring.

Although planning an unpredictable routine is an oxymoron, this is exactly what I try to accomplish regularly. Children work better within a routine. They are at ease, and they are better able to accomplish tasks with which they are familiar. Adding variety and change to elements within a set routine is important so that the tasks themselves do not grow stale. When students perceive activities as having worn out their welcome, they look for outside stimulation, which inevitably leads to mischief. Do you give enough variety within a set framework of activities?

Another concern of mine is seating arrangement and interaction patterns. Once I get to know my students, I tend to arrange seating so that close friends are not near each other. When close friends sit together, they tend to disrupt my class. My students often become distressed when they cannot work with their friends or they are partnered with the opposite sex. As a solution, I have them work with their friend as a partner for a brief time and other partners later. This compensates for not being in close proximity to their friend.

One hallmark of an ideal lesson is maintaining engagement and on-task behavior. Have you thought about why your students are off-task and talking about Super Mario rather than engaging in your lesson? Some teachers talk far too much. This excessive teacher talk is another common reason for off-task behavior. If

the lesson is being delivered entirely in English, it is even more crucial to make your content understandable. Also, when teachers write on the whiteboard, set up activities, or find tracks on a CD, etc., we use up short but critical chunks of time preparing. This transition period between activities is an opportunity for student misbehavior. As a solution, try facing your class at all times rather than turning your back to them, especially when writing on the board. Plan ahead: Know what track you will play on the CD, print extra copies of any supplemental worksheets, make a lesson plan, and make sure the CD player and any tech tools are in operating condition.

Young Learners

By Jake Kimball

Another effective technique is writing time limits on the board when students are doing individual work. Before I did this, my students were slower, off-task, and fooled around. Now that I write time limits and countdown remaining minutes and seconds, my students are much more engaged, and we accomplish more work in every class.

Teachers inherit classes from other teachers. Sometimes those classes are very difficult to manage if the former teacher was liberal in allowing off-task behavior. I allow some Korean speaking in class if it is related to the task at hand. However, when I hear Korean being used as unrelated filler and useless commentary and joking, I am very quick and even militant about rooting it out. Body language showing reproach works well - crossed arms, an evil eye, raised eye brows, scowl, and silence. Even my youngest students quickly understand me when the door opens and I say while pointing, "This is the Bear class. The *Gom* (Korean: *bear*) class is outside."

Finally, students stray off-task most often when they are in receptive mode, when they are sitting at their desks learning through osmosis. I do not expect my students to sit for 45 minutes and quietly absorb knowledge and wisdom I impart to them. Instead, I try to make my class interactive and participatory. This means students will be standing, sitting, walking, modeling, changing partners, writing, circling, drawing diagrams, answering questions, listening and doing, etc. When they are actively learning and engaging in tasks, they have less time to misbehave; i.e., the chaos is managed.



Checking Students' Understanding

By Young Ah Kang

How do you check your students understanding? A lot of teachers commonly say "OK?" or "Do you understand?" to confirm student understanding. As teachers, we know this may not be an effective way to confirm or assess students understanding. Yet we often continue using this way to check comprehension, uncertain how else to do it.

I would like to share some ways to effectively check students' understanding. For concrete vocabulary items, for example, *scotch tape*, I suggest the following questions.

1. (Teacher holding scotch tape) "Is this *scotch tape*?" The student would say "Yes."
2. (Teacher holding a pen) "Is this *scotch tape*?" The student would say "No!"
3. (Teacher holding scotch tape.) "Is this a pen or *scotch tape*?" The student would say, "*Scotch tape*." You could hold a pen as well for the discrimination check. However, I encourage you to focus on the target word. Students might get confused about the focus otherwise.
4. A follow up question can be, "Please point to the *scotch tape*," or "Please tell me what you can do with *scotch tape*." Students' answers will vary.

As you see above the way a teacher elicits students' answers is moved from controlled practice to free practice. The first and second questions are *yes/no*-questions. The first one is called a positive check. The second one is a negative check. The third question is a discriminative check. The teacher provides students opportunities to choose between two or more options. The last one is called a demonstration check. It allows students to have the freedom to personalize answers and to show their understanding of what they have learned.

Here is another example for abstract vocabulary words such as *genius*:

1. Positive check: "Was Einstein a *genius*?" The student would say "Yes."
2. Negative check: "Does a *genius* do stupid things?" The student would say "No."
3. "Is a *genius* very intelligent or stupid?" The student would say, "Intelligent."
4. "Please tell me one thing that a *genius* might do?" Students' answers will vary.

Once again, the questions move from controlled to free practice by using *yes/no*-questions, then optional questions or *wh*-questions. The order of questions is from easy to difficult for students to answer. This is one way that a teacher can facilitate students to speak in class - by first requesting small bits of language, and then, larger chunks.

We can also use this systematic comprehension check with grammar points such as *used to*. For example, I *used to* drink coffee.

1. "Did I smoke in the past?" Students would say "Yes"
2. "Do I smoke now?" Students say "No."
3. "Did I smoke once or more than once?" Student would say "More than once."
4. "Would you tell me one thing that you *used to* do when you were young." Students answers will vary.



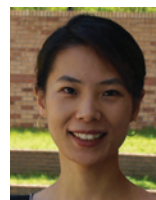
Here is an example with the formulaic expression *What is your name?*

1. Positive check: "Can I ask *What is your name?* to someone I don't know?"
2. Negative check: "Can I ask *What is your name?* to my best friend?"
3. Discriminative check: "Who do I ask *What is your name?* - a stranger or my friend?"
4. "Let's do a role play. The situation is one where we meet for the first time. You want to know the person in front of you. What do you ask?" Students would say, "What is your name?"

As you might notice, the target language *What is your name?* is used in each question. This gives students exposure to the target language in a natural way.

With these comprehension check-type questions, you can stop asking your students "Is this OK," "Do you understand?" or "Is this clear to you, everybody?" It will be very difficult for the students to say "I don't understand" as the questions are specific. It will also help increase student talk time; yet will not overwhelm your students by provoking a high anxiety level since the speech requested increases incrementally.

The Author



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Getting Technical: Quizzes on Ning

Normally in this column, I keep it simple and do not get into too much depth or technical details, both due to space limitations and a strong desire not to scare teachers away from useful digital solutions. Here I am going to take a slightly different approach by tackling one specific problem, and how to solve it.

The Situation: Many teachers have started using social platforms like Ning or Moodle to extend their classrooms online. Haven't started to yet? Check out a discussion about using Ning as a teaching platform at: <http://tiny.cc/5lMol>. Despite all its benefits, one of the shortcomings of Ning is the lack of a built-in quiz module for offering online assessment. Thankfully, there are workarounds, one of which I describe below. Thus, I present a process of getting quizzes seamlessly onto your network in three (relatively) easy steps.

Step 1: Adding the "Pages" Feature to Your Ning Network

After you have signed in to your Ning network, (a) go to the URL <http://examplenetwork.ning.com/page/instance/edit>, replacing the "examplenetwork" portion of the URL with your network's name. A page will appear which lets you add blank pages to your network. If you look, you will see that there is already one page automatically set-up when you arrive, called simply "Pages." For our purposes, (b) just click on "save" under the "Pages" box. Congratulations! You now have enabled the Pages feature. (c) Now, go to <http://examplenetwork.ning.com/page> and click on "Create a new page." A page with a big blank box will appear. We will use this box in a moment.

Step 2: Making Your Quiz

For generating a quiz, I suggest using Scripto's free quiz-maker program (<http://www.readingmatrix.com/quizmaker/>), as it is free and relatively painless. To begin with, (a) create an account and log in. Once you are logged in, there are a few quick steps to take (I promise they are easy). First, (b) click on "Create a new class page." Just fill in the most basic details and save it, as we just need this done to move onto the next part. If you want results separated by class, you can create a new class page for each of your classes. After you have saved your new class page, (c) click on the tab at the top labeled "Quizzes." Then, (d) click on "Create a new quiz." A page will open where you can create all sorts of quizzes step by step. You can require name and email, or make it anonymous, set time limits, etc. Later, you

can go back in and edit your quiz, so don't worry about making it perfect now.

Once you have saved your quiz, (e) go back to the "Classes" tab (at the top) and click on "Edit," next to the URL of the class you have created. A page for editing the class will open. There are two things you want to do in here: (f) First click on "Quizzes-Attach" and add your quiz to the class; (g) then click on the edit page, set your class's status to "complete" and click "Save." Almost done!

After you have saved this, it will take you back to the "Classes" screen. This time, (h) click on the URL of your class itself. You should see the quiz you added on the class page that opens. Finally and very importantly, (i) right-click and select "save/copy the link location."

Step 3: Merging Your Quiz and Network

Now, we need to generate an iFrame: (a) Go to <http://www.htmlbasix.com/iframe.shtml>, and paste the URL of the link you just saved into the box. (b) Set the width to 100 percent (not pixels) and the height to 700 pixels (not percent). (c) Set scrolling to "no." (d) Click on "generate." A new window will open with your code. (e) Copy the code and head back to the blank page we have waiting at your Ning network. (f) Add any title you want, place the code in the content box, and select "save."

You now have a quiz perfectly embedded in your Ning network, which you can link to from any blog or page. If you have set the quiz to require a name and email, then you can log in to your Scripto account and check or download the results (in Excel format, for ease of assessment) at any time. Check out an example at: <http://tiny.cc/dOaX9>.

The Author



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Web
Wheres

By Joshua Davies

Passing With Flying Colors, But ...

By Kyung-Ae Oh

The Test of English for International Communication (TOEIC), administered by Educational Testing Service (ETS) is the most popular and controversial English proficiency test in Korea. Most corporations require a job applicant to submit a TOEIC score, and educational institutes also recognize TOEIC as a measurement of students' English level. Students strive to get a high TOEIC score to get a corporate job, get into higher education, or meet the language requirement for graduation. ETS argues that TOEIC assesses test takers' English proficiency accurately and more than 4.5 million people take the test per year (<http://www.ets.org>). Partly due to its inexpensive fee compared to TOEFL or IELTS, Koreans make up a sizable portion of the increasing number of test takers. This being the case, why do we find that so many students with a high TOEIC score often perform poorly in class, unable to form a proper sentence?

To be able to understand why our students do not have the expected speaking and writing competence, we have to understand how TOEIC is designed. Two sections of TOEIC, listening and reading comprehension, measure a test-taker's ability to listen and read in English, using a variety of contexts from real-world settings. The listening comprehension section consists of four parts: describing a picture, question-answer, conversation, and short talks. The reading comprehension consists of three parts: incomplete sentence completion, text completion, and reading comprehension. The total possible score is 990, and if a test-taker achieves a score of 400 in each section, the test-taker is assumed to have a high English proficiency. In short, TOEIC only assesses test-takers' accuracy and fluency in listening and reading¹.

We have to keep in mind that TOEIC measures *receptive* competence not *productive* competence to understand why students who pass TOEIC with flying colors might not be able to form a proper sentence. When one can understand and infer central and detail ideas in listening and reading, it does not guarantee that one will be able to have the same competence in speaking and writing, especially with people for whom English is not a medium of everyday communication. Thus, it is misleading to presume that a person with a high TOEIC score will be able to speak and write fluently.

In addition to recognizing the limitation of only measuring listening and reading, we also have to be aware of how students study for TOEIC. Many students, who want to achieve a higher score in a short-

period of time, learn test-taking strategies instead of focusing on improving listening and reading comprehension skills. The "strategies" often go further than simple test-taking strategies such as eliminating wrong answers and identifying key words. Even though ETS asserts that they have a massive pool of TOEIC questions, it is not difficult to identify which specific words and types of questions often appear on the test, if one takes the test every month for several years. Most students study for TOEIC in *hagwons*, private language schools, and head-count teachers² in *hagwons* do not mind sharing their strategies with students. Therefore, students study for TOEIC based on "strategies" because they want to achieve a high level quickly and teachers try hard to meet their needs.

Members' Forum

What do we do to solve the problem? First, do not make lesson plans based on TOEIC-taking strategies. Even if your class may earn instant popularity by teaching an effective strategy, students cannot achieve an expected score only through the use of test-taking strategies. Second, do not be reluctant to teach test-prep classes even if you are not familiar with strategies or meta-language. You can better meet your students' needs by focusing on improving their language skills, rather than teaching strategies. Teaching a test-prep class can be very satisfactory since you can see your students' improvement, you can see their happy faces when they achieve the desired score, and often such classes pay very well.

Notes

¹ETS has recently begun administrating separate sets of speaking and writing tests.

²Teachers who earn their salary based on the number of students that they had in a previous month.

The Author



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Bob Capriles: At the Daejeon-Chungcheong Helm

“Hey Dad, why don’t you come with me next month to teach in Korea for a year?” Not many fathers would take their son up on such a proposition, but Bob Capriles did. Being at an interval in his life where he could take a break for the Korean adventure, Bob put practicing law in Omaha, Nebraska on hold and came with his son to a language school in Ilsan, Gyeonggi-do. That was in 1999. Bob’s son returned at the end of that year; Bob met his wife, Hae-Gi.

Having decided to stay in Korea, Bob secured a position at Soonchunhyang University and later moved to his present position at Korea National University of Education. He had attended chapter meetings in Daejeon and Cheongju before deciding to become a Chapter member. But when he did take out membership, he was sure that he wanted to contribute to the organization. He became the Daejeon Chapter Membership Coordinator and is now Chapter President. During his presidency, he has shaped the executive committee into an “active, cohesive” baker’s dozen who “are willing to try new things.” In addition to adding more symposiums to the chapter schedule, the Chapter has expanded its area to include North Chungcheong Province, and has renamed itself Daejeon-Chungcheong Chapter. For KOTESOL in general, he would like to see more participation by Koreans - “a vast resource that KOTESOL has only minimally tapped” - and more participation by the younger members.

Korea and KOTESOL are only the most recent phase of Bob’s multifaceted life. After growing up and

graduating from high school in New Jersey, in the United States, Bob joined the U.S. Navy. This was during the Vietnam War years, and the Navy took him there for two tours - one offshore, the other in-country. On returning to civilian life, Bob was ready for school. He got an associate’s degree in general studies and then a bachelor’s in political science. This was followed by a J.D. in law from Creighton University in Nebraska.

Membership Spotlight

By David E. Shaffer

Bob went on to teach law as an adjunct faculty member at Syracuse University, New York, for three years, and then he moved into law practice. He practiced law in New York and Nebraska for twenty years, both in a partnership and as a solo practitioner. His emphasis was on trial work and domestic relations. As a lawyer, Bob was very active for many years on prisoners’ rights issues. Being a Vietnam War veteran, Bob became a member, and later president, of the Syracuse, NY Chapter of Vietnam Veterans of America. In this capacity, he testified on veterans’ affairs before the New York State Assembly and both houses of the U.S. Congress. Missing-in-action and prisoner-of-war issues also took him to Hanoi for talks with government ministers there.

Now Bob is in Korea, and has been for nearly a decade. Two main things keep him here - his wife and his students. Mrs. Capriles has an import-export firm and publishing company that consume much of her time. Bob admits that he cares about his students “almost as if they were my own children.” He describes his teaching style as unorthodox because he believes that teachers do not teach. Students teach themselves, while a teacher presents a topic and asks the right questions for them to express themselves.

Future goals for Bob are to stay healthy and to enjoy life, as well as to “make someone happy.” To enjoy life, he likes to read, take photographs, and travel. Though he has been to many places in North America, Eastern Asia, and Europe, there are many more that he would like to visit. He is also a great cook and an avid eater.

Bob Capriles has spent much of his life trying to make life better for others. Expect that to continue as long as he is teaching in Korea.



▲ Bob and Hae-Gi (left) with son Rob and his wife at the latter’s recent wedding rites in Thailand.

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 for Korean EFL and Thanksgiving Dinner Event, Co-hosted by Extensive Reading SIG and Daejeon-Chungcheong Chapter. Korea Nazarene University, Cheonan-Asan, Chungnam. Web: <http://www.kotesol.org/?q=Daejeon-Chungnam>

Calls for Papers

Korea TESOL Journal, Vol. 12. Email: wsnyder7@gmail.com

Corea Calendar

Conferences

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. 6, 2008 Global English Teachers Association (GETA) Annual Conference: "Developing Teacher Professionalism and Empowering Students." Jeonju National University of Education, Jeonju, Jeonbuk. Web: <http://kagee.withch>

Ongoing Submissions

Chapter Meeting/Workshops

Sept. 27, 2008 Daejeon-Chungcheong Chapter Master Teachers EFL Masterclass Symposium: "Teaching and Assessing for Mastery in EFL." Korea Nat'l University of Education, Cheongju, Chungbuk. Web: <http://www.kotesol.org/?q=Daejeon-Chungnam>

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-Chungcheong Chapter.

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

Submissions

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


[.net/index.html](#)

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/>

Jan. 16-17, 2009 KAPEE 2009 International Conference: "Primary School Teacher Training." Busan University of Education, Busan. Web: <http://www.kapee.org/>

Oct. 30-31, 2009 Korean Association of Translation Studies (KATS) International Conference: "Translation and Globalization." Sookmyung Women's University, Seoul. Email: kats09_seoul@yahoo.com **Call for Papers: October 31, 2008.**

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.]

Book Review

Teaching American English Pronunciation

Peter Avery and Susan Ehrlich.
Oxford: Oxford University Press, 1992.
Pages: xvi + 254. (ISBN 978-0-19-432815-9)

Reviewed by Kara MacDonald



Students often say that they want to work on their pronunciation skills because they view it as important and as much of a priority as being grammatically correct. Teachers recognize students' interest and understand that pronunciation is a key element of learning speaking skills. However, the role pronunciation plays in many English classrooms often varies depending on the individual teacher. Many native- and non-native-speaking teachers of English are hesitant to address pronunciation teaching in the classroom because they do not feel confident about how to explain elements of pronunciation to students, are unaware of how to best make significant change in students' pronunciation errors, or feel, if their pronunciation is not standard, that they are not suitable to teach pronunciation to learners.

Teaching American English Pronunciation is an easy-to-read text with clear explanations and practical classroom approaches. The popularity of this *old* book is confirmed by its five reprints. So, those of you who have picked up pronunciation books before and found them difficult to understand or too theoretical for functional use in the classroom will find this book to be quite accessible. Also included are transparent explanations of how speech sounds are made, what the most common pronunciation errors in English are based on a student's L1, techniques to raise awareness of pronunciation, and how to incorporate pronunciation activities in the classroom.

The text is divided into an introductory chapter and three main sections. The introduction presents considerations for teaching pronunciation and factors that influence L2 pronunciation, such as biological factors, socio-cultural factors, personality, the role of the L1, as well as how to set realistic goals. The title of the book may seem to suggest that the authors aim to show teachers how to teach an American accent to students. However, this is not the case. The authors strongly argue for intelligibility as the primary goal regarding pronunciation. Although the authors specifically present the North American sound system, rather than presenting the sound systems of several English varieties, the authors are not advocating the

spread of the American variety, but rather narrowing the text's range to help both teachers and learners understand the basics of English pronunciation without making things problematic by addressing too many regional varieties.

Section one addresses the sound system of English. There is a discussion of spelling and pronunciation, and how the individual sounds, consonants, and vowels, are produced. The discussion offers enough of a theoretical background and key terms in phonetics and phonology to prepare the reader for further reading on the subject. My favorite section is the chapter on English sounds in context and how positional variation influences pronunciation, as students often are too strongly influenced by how we write a word and are unaware of how neighboring sounds or position in a word (initial, medial, or final) influence what is produced. The second part addresses word stress, rhythm, sentence stress, intonation, and linking.

Section two addresses the identification and correction of specific pronunciation problems for a range of L1 speakers of English. Each section is brief but offers enough of a foundation to help teachers understand how students make pronunciation errors due to transfer from their L1.

Section three offers a range of discussions related to classroom activities. It begins by exploring a communicative approach to pronunciation teaching, and offers activities for, and addresses the role and importance of, monitoring on the part of the teacher as well as the student.

Pronunciation should be an integral part of classroom activities and can be addressed through teaching all the skills, reading, writing, listening, speaking, and vocabulary. By beginning your reading on pronunciation with *Teaching American English Pronunciation*, or refreshing what you know, you can begin to feel more confident about teaching pronunciation and address students' interest in working on pronunciation.

'Round & About KOTESOL

• May

Ralph Sabio (Gangwon Chapter 2nd VP) received his Master of Science in Education degree from Shennandoah University (Winchester, VA, USA) on May 10. His concentration is in TESOL, and the title of his thesis is *High-Quality Graduate Online TESOL Programs: Foundations for the Future*. The thesis entails identifying elements of high-quality in online TESOL programs. Other online programs were analyzed in order to find common, recurring themes that demonstrated "high-quality." High quality was found to consist of several variables including accreditation, asynchronous-based formats, and practicality.

Tim Thompson (Daejeon-Chungcheong Chapter) has recently had an article appear in the May/June issue (63) of *ESL Magazine*. Tim's article, "Designing and Teaching an Intensive Presentation Skills Course," is based on his experience teaching at the KAIST English Village Program between semesters. The article contains a daily lesson plan as well as teaching strategies for an intensive, four-week presentation skills course. Tim has previously published articles in *ESL Magazine* and *English Teaching Professional*, both put out by Keyways Publishing.

• June

Jake Kimball (2nd Vice-President) has been appointed Korea head editor for Asia TEFL's online newsmagazine *NewsNET*. In this position, he is responsible for gathering ELT-related news from Korea of interest to the association's Asia-wide membership and readership. Dr. David Shaffer (Treasurer) was appointed *NewsNET* Editor-in-Chief earlier in the year.

Dr. David Shaffer (Treasurer) lost his spouse of twenty-nine years, Boksoon Ko (50), on June 17 following a prolonged battle with cancer. Funeral services were held at the Chosun University Funeral Parlor. Her remains have been interred at Yeongnak Park on the outskirts of Gwangju, near her childhood home. Her husband and two children, Gene and Joan, wish to thank KOTESOL members for the flowers and warm words of condolence that have been received.

Barbara Waldern (Busan Chapter Vice-President) had an exceptionally busy June. She attended the Third International Assembly of the International League of Peoples' Struggles in Hong Kong from June 17 to 20. She attended its Migrants and Displaced Persons Workshop, and joined the international "Teachers' Working Group." Her article entitled "Free Trade and English Teaching in South Korea" was published in the June issue of *The Monitor*, the news bulletin of the Canadian Centre for Policy Alternatives. Another article, entitled "Cultural Difference and the Foreign English Teacher," appeared in the Summer 2008 issue of the *Kyungnam Times*, Kyungnam University.

Dr. Bill Snyder (Publications Comm. Chair) became the 39th lifetime member of KOTESOL on June 18th with his membership renewal and dues payment. Bill's membership category has also changed to "international" as he has accepted a position at Columbia University's Teachers College (New York City, USA) beginning this fall semester.

Dr. Kim Dammers and Dr. Hye-sook Kim (Daejeon-Chungnam Chapter) received notification on June 20 that they were the recipients of a 2008 KOTESOL research grant. Their research proposal, entitled *Uncovering the Reasons for Word-Pair Order Mistakes in Koreans Learning English*, is in the research area of cognitive linguistics and sociolinguistics, specifically on Korean students' perception of English word order. The research is to be completed within one year.

Dr. Marilyn Plumlee (Immediate Past President) traveled north to Vladivostok to attend the June 24-26 NATE@FEELTA Conference. The Far East English Language Teachers Association (FEELTA), our PAC partner, hosted the 14th Conference of the Russian National Association of Teachers of English (NATE) along with FEELTA's annual conference. Dr. Plumlee went to the conference as KOTESOL's official representative and presented a paper on "Experiential Learning in the Process of Language Acquisition and Cultural Adaptation."

• August

Bryan T. Stoakley and Inkyung Stoakley-Yoo (Daejeon-Chungcheong Chapter) are proud to announce the birth of "his majesty" Gabriel Bryan Ha-seon Stoakley on August 4th at 3.14kgs. Both

mother and son are happy and healthy, and both parents are enjoying the effects of sleep deprivation. Bryan and Inkyung are both members of the Daejeon-Chungcheong Chapter executive.

David Sauve (Daejeon-Chungcheong Chapter) and his wife Juliet announce the birth of their daughter, Angelina Eileen Sauve, at 7:53 a.m. on August 23. Angelina weighed in at 3.0kgs (6.6 lbs.). David informs that "Mom, Baby, and Daddy are doing just fine." Angelina is their first child.

• **September**

Sumi Kim (Gwangju-Jeonnam Chapter Secretary) gave herself an early Chuseok present - a lifetime membership to Korea TESOL. Ms. Kim is employed at the International Unit of the Chosun University Hospital where, among her many duties, she does orientation and English interpretations services for the Unit's international visitors. Ms. Kim becomes KOTESOL's 40th lifetime member.

[Compiled by David E. Shaffer]

KOTESOL Research Grants Available

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

Five presentation grants of 200,000 won each for the presentation of ELT research results at the 2009 KOTESOL National Conference to be held at Korea National University of Education near Cheongju on May 9th, 2009. Extended summaries of these presentations are to appear in the Conference Program Book. Available to KOTESOL members.

One research paper grant of up to 500,000 won is still available for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion.

These grants are designed to encourage new researchers and build presentation skills. Applications must be submitted by **December 14, 2008**.

Research paper grants for 2009 and research presentation grants for the 2009 International Conference will be available in the spring of 2009. Check the next issue of *The English Connection* for details.

For further information, contact
Research Committee Chair David Shaffer at
disin@chosun.ac.kr or **kotesol@asia.com**

Asia TEFL 2008 Conference

In the Land of Paradise

By Joo-Kyung Park

The 6th Asia TEFL International Conference was held at Sanur Paradise Plaza Hotel in Bali, Indonesia. The theme of the August 1-3 event in “the land of paradise” was “Globalizing Asia: The Role of ELT.” The 2008 Asia TEFL Conference was a joint project of Asia TEFL and TEFLIN (The Association of Teachers of English as a Foreign Language in Indonesia). Over 1,000 participants gathered from throughout Asia and other parts of the world to celebrate this historic event, which offered nine plenary speakers, nine featured speakers, and over 450 paper presenters.

After a Balinese welcoming dance, which charmed the audience with the exquisite hand, neck, and eye-rolling movements of the glamorous dancers, Dr. Suwarsih Madya, the conference chair and president of TEFLIN, delivered the opening address and Bali Governor Dewa Made Berata gave a welcoming address. Dr. Hyo Woong Lee, President of Asia TEFL, gave the other welcoming address.



The first plenary address was delivered by Dr. Melani Budianta, University of Indonesia, who discussed issues concerning English in a globalizing Asia. Eight more plenary presentations were made over three days by David

Nunan, Jeremy Harmer, Jack Richards, Thomas Farrell, Paul Nation, Rod Ellis, Yonglin Yang, and Karen Konnerth. They talked, respectively, about Internet solutions to the challenges of globalization, language and discourse in the ESOL classroom, second language teacher education, reflective practice for language teachers in Asia, teaching vocabulary, the typology of written corrective feedback, digitalization in ELT classrooms, and puppetry as a teaching tool.

Nine featured speakers, invited to represent their regions and countries, talked about teacher education in their own countries, including Indonesia, Pakistan, Malaysia, Korea, China, Japan, the Philippines, Thailand, and Singapore. About 450 presentations were made in diverse formats including paper presentations, colloquia, workshops, demonstrations, and poster presentations, which kept the participants busy both physically and intellectually. The presentations covered various topic areas such as Asianizing English, approaches and methodologies, curriculum design, education and language policy,

intercultural communication, ICT in ELT, teaching young learners, teacher education, and more. On the second day of the conference, three other speakers and I presented a colloquium entitled “Teaching Math and Science in English.” We discussed the current state of, and issues regarding, English-medium instruction of math and science in four countries, Malaysia, Thailand, the Philippines, and Korea. I also made a presentation on NEST-NNEST collaboration in Korea on the last day. A lot of Asian-specific ELT issues, concerns, and resolutions were shared and exchanged in a variety of Asian Englishes throughout the Conference. Everybody seemed to enjoy practicing their ownership of English without a feeling of being *non-native*, sharing the spirit of “being equal before Asia TEFL” and *togetherness*, which President Lee emphasized in his address.

The Bali conference provided the participants with a dream menu: a rich intellectual and cultural repertoire, fine weather, and most importantly, smiling faces everywhere. Familiar old faces were greeted and new friendships were formed and built upon over delicious teas and lunches throughout the Conference. The Conference reception, held on the first night, was the highlight of learning and experiencing Bali dance and music.

The Conference finale was a panel discussion where all the plenary speakers shared their wit and wisdom with the audience, who stayed until the end of the Conference. The 6th Asia TEFL Conference wrote another chapter of TEFL history with the strong support and enthusiasm shared by the conference participants.

At the closing ceremony, held right after the panel discussion, as a ritual of Asia TEFL conference, the Asia TEFL drum was passed as a token of continuity from the Indonesian Conference Committee to the Thai Conference Committee, the host of the 2009 Asia TEFL Conference in Bangkok.

The Author



Dr. Joo-Kyung Park, KOTESOL President (1996-97), represented KOTESOL as a discussant at the Joint Symposium of ELT in April this year. 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 as well as an executive director of Asia TEFL. Email: english58@hanmail.net



KOTESOL Workshop Report

A KOTESOL Afternoon with Dr. Farrell

By Tory S. Thorkelson

The title of the presentation, *(Re)Energizing Teaching Through Reflective Practice*, certainly summed up what was going on throughout the afternoon as more than 40 teachers, professors, and graduate students were asked to look closely at what goes on in the classroom, who has a stake in the educational process, and how to put yourself under a professional microscope - both with the help of so-called critical friends and on our own.

Dr. Thomas S. C. Farrell's Sunday afternoon talk on August 10, 2008, attracted a capacity crowd to the Meeple Book and Communication Cafe in Sinchon, Seoul. Perhaps the most telling things Dr. Farrell suggested during the three-hour presentation/workshop were: (a) Only teachers can control and guide what is going on in the classroom, (b) What we teach may have little to do with what the students actually learn or what they take away from the class, (c) Teachers who do not view teaching as a process to be reflected on and improved on burn out, and (d) Very few teachers have nothing to learn from the process of reflective teaching if it is done properly.

The afternoon was very active in that we were asked to discuss briefly with a partner various ideas about defining reflective teaching, good and bad teaching moments, and a survey we completed on levels of reflection, which was then tied to a three-level hierarchy of reflection moving from actions

/descriptions at the bottom to conceptual/analytical, and finally to ethical/critical at the top. Results showed that most of us fell within the medial conceptual/analytical level on the survey. Dr. Farrell also highlighted a number of other models and techniques for reflection as well.

With his many years of teaching in both South Korea and Singapore, and as someone who was involved with the early days of KOTESOL, Dr. Farrell was able to talk about Korea with familiarity and drew examples that the audience could relate to (like the Korean professor who thought she had taught an amazing lesson only to discover that the students were actually so happy because they had a four-day weekend coming and could not recall what the lesson was actually about, or the professor who asked 45 questions in a 10-minute post-presentation question-and-answer period) and served to bring many of the models and statistics he mentioned to life. For example, many of us probably already knew that we ignore students on the left side of the classroom in the "teacher action zone" but examples like these brought home the fact that teachers like to talk too much (60-70% of class time), that we often do not know what we are actually doing in the classroom (unless we tape and transcribe ourselves), and that we all have a pattern in the classroom but need to look at ourselves carefully and sometimes involve other teachers and students in the process to be truly *reflective*.



▲ Dr. Thomas Farrell (insert) speaking at Meeple Cafe.

In the end, Dr. Farrell offered a number of ways to become reflective in the classroom through journal writing, classroom observations, teacher's groups, and action research and achieved his oft-stated goal of sewing a seed of doubt in many of our minds about whether we are truly being the best teachers that we can be. As his final slide said, "No reflection = slave to routine + eventual burnout." For those who missed the event, the contents of the presentation and much more are available in his recently published book, *Reflective Language Teaching: From Research to Practice*. The success of this event is leading KOTESOL to consider holding similar events in the future.



KOTESOL In Action

Departments

KOTESOL Teacher Training

By Tim Dalby

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.

Since the last update, three new presenters have joined the team and increased its breadth and depth. They are: Kevin Parent, who specializes in vocabulary acquisition and is currently working towards his PhD at Victoria University in New Zealand; Scott Miles, a published author who specializes in extensive reading programs and is also working towards his PhD; and Joshua Davies, KOTESOL's own webmaster and CALL specialist. Unfortunately, Linda Fitzgibbon had to leave the team due to professional and personal commitments.

In May, Scott Miles gave a presentation on extensive reading at Sookmyung University in Seoul. With around sixty attendees, the session was well received, interesting, and informative. Aaron Jolly traveled down to Gwangju Chapter and talked about cooperative learning methods, while further north in Jeonju, David Shaffer, Kevin Parent, and I presented at the Jeonju-North Jeolla regional conference. David and Kevin talked about how to conduct research; my presentation was about reading and the relevance of schema theory. At the end of the month, Ralph Sabio and Aaron Jolly presented at a special outreach session in Wonju. Ralph talked about online videos and the authentic materials that can be used in English language learning, and Aaron's session focused on teaching with a balanced reading approach. Remember, KTT can help you organize special outreach events for KOTESOL members who live away from the usual local chapter center.

In June, I went to the Daegu Chapter and talked about how schema theory can help us understand difficulties students can have with even simple reading materials. I also gave a brief overview of KOTESOL - a presentation that is available to download from the KTT pages on the KOTESOL web site. Ralph Sabio presented alongside Tim Thompson at the Daejeon-Chungcheong Chapter meeting. Ralph discussed the use of online videos in the classroom with particular emphasis on young learners. Tim gave an

interesting presentation about how to deal with difficult situations in the classroom. All sessions were well attended and received positive feedback from the organizers.

When not presenting, KTT presenters are usually busy doing other things. Tory Thorkelson welcomed his daughter Jean into the world, and Ralph received his M.S. Ed. in TESOL. Tim Thompson's article on intensive presentation skills courses was the cover story for the May/June issue of ESL Magazine, and Aaron Jolly was a speaker at the Pearson-Longman Amazing Minds event in June.

Coming up, you can see Aaron Jolly in action as part of the solution team with the EBS Oongdo Island Young Learner English documentary project. This airs every Monday at 9:50 a.m., until November, on EBS English Channel. Aaron also was awarded a research grant and went to Harvard for two weeks in July-August with Project Zero, a project that focuses on different learning styles. David Shaffer presented at the KATE and Asia TEFL international conferences and is scheduled to present at PKETA in October. Robert Dickey, Joshua Davies, Kevin Parent, and Scott Miles will be representing KOTESOL at JALT. At the KOTESOL international conference, you will be able to see David, Ralph, Tory, Scott, and myself from the KTT team.

If you would like to organize an event with any of our well-qualified and exciting presenters, please click on the KTT section of the KOTESOL web site. You can also email me at tim_dalby@yahoo.co.uk for any further questions or enquiries you may have.

Special Interest Groups

Business English SIG

By Ian Kirkwood

The BE-SIG has been fairly inactive over recent times due to the summer months and the facilitator's relocation back to Australia in July. However, the months ahead will see growing activity for the SIG and its members. Read about it here in the next issue of TEC.

Christian Teachers SIG

By Heidi Vande Voort Nam

Over the last several months on the Christian Teachers SIG YahooGroup, teachers have been sharing personal prayer requests as well as comments on living and teaching in Korea. Members of the group also continued to exchange information about job openings in Christian schools. A lesson plan was posted for use in Christian schools, focusing on the language of prayer.

On August 2, several members of the CT-SIG attended a lecture on curriculum planning at Baekseok University by Doug Blomberg, the author of *Wisdom and Curriculum*:

Christian Schooling after Postmodernity. Dr. Blomberg emphasized the need to set not only knowledge (theory) but also wisdom (judgment/practice) as a goal for education. He suggested that schools could cultivate wisdom through a curriculum that addresses both evil in the world and ways of bringing healing. He also proposed a methodology that involves play and problem solving. Some of Dr. Blomberg's recent papers are available for download on the CT-SIG YahooGroup.

If you would like to find out more about the CT-SIG, look for the SIG information table at the KOTESOL International Conference or contact Heidi Nam (heidinam@gmail.com). You can also sign up for our on-line community (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/).

Extensive Reading SIG

By Scott Miles

The Extensive Reading SIG (ER-SIG) is officially established, and we have a lot of activities planned throughout the rest of this year to get our SIG off to a running start. Aaron Jolly (the ER-SIG Events Coordinator) and I are presenting on extensive reading at the Seoul Chapter's September 20 meeting. I will cover the research supporting extensive reading, and Aaron will talk about practical ways of implementing extensive reading in language programs.

At the KOTESOL International Conference, we have two events to announce. We will be holding the Extensive Reading Colloquium, which consists of eight poster-type presentations covering many aspects of extensive reading. Extensive reading expert Rob Waring will be participating, along with several seasoned presenters on ER from Japan and Korea. On Sunday, in the late afternoon, we will hold the first ER-SIG meeting to go over the fundamental structure and direction of our SIG. All KOTESOL members interested in promoting extensive reading in Korea are encouraged to attend and help us make this SIG all it can and should be. Once the exact dates and times of these events are set, we will post the information on the ER-SIG page on the KOTESOL web site.

Finally, ER-SIG is very happy to announce that we will be hosting our first Extensive Reading Symposium, which will be held November 22 in Cheonan (Korea Nazarene University). Richard Day will be the keynote speaker. See the Extensive Reading SIG page on the KOTESOL web site or just contact the ER-SIG facilitator directly for more information. Scott Miles: swmiles@sogang.ac.kr

Global Issues SIG

By Bob Snell

I recently came across a book relating to global issues that I would like to strongly recommend. I think it illustrates in a very dramatic way the importance of a single person, and the difference one can make in the world. The title is *Three Cups of Tea*, by Greg Mortenson and David Oliver

Relin. It recounts the story of an American who lived only for his next climb, and how his life and many others were transformed by a simple promise. Following a harrowing failed attempt to climb Pakistan's K2, Greg Mortenson descended the mountain and became lost. He eventually stumbled into a small village, where he was nursed back to health. When he prepared to leave, he noticed the village had no school, although they had numerous children. He vowed, as a way to repay the villagers, that he would return and build them a school.

Returning to the United States, Mortenson spent a year fundraising to pay for the promised school. Initially meeting with rejection and indifference, he eventually caught the eye of a wealthy sponsor. He returned to Pakistan and successfully completed a school. Excited by his activities, other villages began requesting his help to build schools in their areas. Mortenson found himself unable to refuse, faced with such obvious need and the great support of all the people he met. Obtaining substantial backing from US donors, he has built 55 schools to date, in both Pakistan and Afghanistan. His work has met with great local support, he has become a local legend, and he has helped to restore the image of America in a place long associated with anti-American sentiment. Some of the teachers his schools employ were former members of the Taliban and have left to help support his educational movement.

Mortenson views his work as essential for the individual students who study in his schools. He has focused largely on providing schooling for girls, a neglected portion of Pakistani society. His schools offer the girls the chance at a life outside their village and outside poverty. But his schools can also be viewed as operating on a larger stage, offering students a secular, well-rounded education, in place of the extremist schools run by the Taliban. Thus, he is helping to combat terrorism in the very place where it is bred and spread abroad. Much of the work he has done has been due to his vision, determination, and strength of character. He is certainly a hero of our time and could well be cited as a role model for students.

Often English teachers may be tempted to feel they are only able to teach language, and perhaps not even do that very well. I view English as a door through which we can introduce students to new ideas and cultures. I see Mortenson as a true social entrepreneur, changing the world for the better and determined to persevere no matter what the cost. His example is something we can introduce to our students, to inspire, to motivate, and to challenge. We can all help to change the world, even if it is only one person (or school) at a time.

Science and Spirituality SIG

By Greg Brooks-English

The Science and Spirituality SIG has not been meeting because of the birth of my son, Noah, who is now nearly five months old. For the SIG to offer more meetings and workshops, it needs other members to play more of a role. I can host meetings at my home in Gangnam, and present

twice annually. In the spirit of love, compassion, and interdependence, I request that others present once annually. I am also looking for a volunteer to collect names of those who would be interested in participating (and also building the mailing list). If you are interested, please contact me at ksssig@gmail.com, or call me at 010-3102-4343.

At present, I am reading Park Palmer's *The Courage to Teach*, apparently a classic at the School for International Training in Vermont, one of the premier English language teacher training universities at the master's level. This book lays out the spirit of teaching and does rigorous action research on what makes a great teacher. Thanks so much for all who have been involved with what I consider to be our wonderful group of teachers.

Young Learners & Teens SIG

By Jake Kimball

Over the summer, the Young Learners & Teens Special Interest Group was very quiet. We had little activity on our forums despite having twenty-two subscribed members. As a result, we will be moving back to our previous source for online communication, YahooGroups. Please continue using YahooGroups to discuss YL-related issues.

I will be posting to the group useful Conference-related information as October nears. Visit the KOTESOL website and click "Special Interest Groups." From there you will see our SIG. One very positive development is that the IATEFL Young Learners SIG travelling program will be coming to the International Conference with five presenters and YL presentations. See you in October.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By John Angus MacCaul

The Busan-Gyeongnam Chapter had a slow but satisfying summer. Members shared EFL teaching ideas with mini-presentations and participated in round-table discussions on issues related to teaching EFL in Korea. The Chapter is looking forward to resuming more formal speaker presentations in the fall. We encourage our members to make time to attend on the third Saturday of each month and invite presentation proposals from KOTESOL members.

Daegu-Gyeongbuk Chapter

By Elizabeth-Anne Kim

The Daegu-Gyeongbuk Chapter of KOTESOL offered two consecutive sessions at its June meeting at the Daegu English EXCO. Tim Dalby, currently teaching at Jeonju University, used the first session to explore how schema theory informs our teaching of reading and followed this

session with an overview of the benefits of KOTESOL. The two sessions were attended by approximately 60 people.

The July meeting of the Chapter was attended by approximately fifteen people and was held in the form of a "swap shop" in which attendees traded ideas with one another. Seven members presented tips and games ranging from vocabulary and grammar games to presentation preparation and the use of pop songs in class. The workshop was followed by the Chapter's biannual dinner, held at a local Korean restaurant.

Peter Edwards gave a very hands-on presentation on the use of assessment to motivate groupwork at the September meeting. His presentation involved the 33 attendees in partner discussions and a Chinese tangrams group activity.

Daejeon-Chungcheong Chapter

By Bob Capriles

The Daejeon-Chungcheong Chapter had its Chapter picnic in May at a reservoir in Jochiwon. More than thirty members and their families attended this. I believe that everyone had a good time. We are looking forward to doing this again.

During the months of June and July, we do not do much in the way of Chapter events as most of our members are on vacation. This does not mean that we do nothing. This year a select committee, in close cooperation with our Executive Committee (named the "Baker's Dozen" by Dave Shaffer), met and worked out a proposal to host in May the 2009 National Conference at Korea National University of Education in Miho. That proposal was accepted at the August 30 National Council Meeting!

Our First Vice-President and his wife, Inkyung Yoo, are the proud parents of Gabriel, born in early August. David and Juliet Sauve's first child, Angelina, was born in late August. Lastly, one of our newest members, David Sigmund, got married in the Philippines in August.

Gangwon Chapter

By Ralph Sabio

The Gangwon Chapter has had two successful second meetings in Wonju; the Sokcho meetings continue to have strong attendance and participation. Our members all over continue to contribute by providing wonderful, practical workshops from which teachers can all benefit. We look forward to this coming semester and wish everyone luck!

Gwangju-Jeonnam Chapter

By Adriane Moser

We held a Chapter workshop at Chonnam National University in May. Chapter member Audry Hawkins of Wales Foreign Language Institute gave a presentation on "Internet Resources for Making Children's Literature

Exciting for EFL Learners.” We met in the computer lab and attendees were able to try out the recommended web sites for themselves. The second presentation was given by KTT presenter Aaron Jolly of Hanseo University Institute for the Development of Talented and Gifted Education. He spoke on “Using Cooperative Learning Activities in the Korean EFL Classroom.” Aaron presented some theoretical background and some hands-on activities, which thoroughly engaged the attendees. A drawing was held for books and learning materials on the theme “human rights,” and after the meeting, attendees adjourned to a local Chinese restaurant. Some attendees went to a cultural event at nearby Chosun University.

We also held our June 14th Chapter workshop at Chonnam National University. Chapter Treasurer and Past Chapter President Yeonseong Park of the Chonnam National University Department of English Language and Literature spoke on “Using Literature in the EFL Class.” Jin-A Lim, from the same department, gave a presentation on “Covert Contrast in Second Language Acquisition.” This presentation was based on a paper Jin-A co-presented at the 16th meeting of ICKL (International Circle of Korean Linguistics) at Cornell University in the U.S. on June 27.

Our second Chapter newsletter was given to attendees at this meeting, with an article by Adriane Moser of the Chonnam National University Department of English Language and Literature on “Focus and Coherence in EFL Writing.”

Our September Chapter workshop has been rescheduled to September 20 (the third Saturday of the month, to allow for Chuseok) at Chonnam National University. We are making plans for an outreach workshop in Suncheon, Jeollanam-do, on October 11. Several members will be attending the International Conference on October 25-26.

Jeju Chapter

By Calvin Rains

Although summer was a relatively slow time for meetings and events because almost everyone was enjoying a summer vacation and family-related activities, Jeju Chapter continued to meet regularly and offered opportunities for networking. Jeju Chapter is now entering its second year, and many interesting and exciting events have already been planned for what we hope will be an even bigger and better year.

The August Workshop/Meeting was held on Saturday, August 9, from 3:00-5:00 p.m. at the Foreign Language Learning Center, conveniently located near the KAL Hotel in Jeju City. The topic was “ESL/EFL Teaching - Then and Now.” Attendees viewed parts of *The King and I* and discussed ESL/EFL teaching in the past as portrayed in that amazing movie and in the present actuality. Special thanks to our wonderful co-president, Peter Mazur, for guiding the discussion.

The July 19 Workshop/Meeting was held from 3:00-5:00

p.m. at the Foreign Language Learning Center in Jeju City. The topics included Chapter Bylaws, elections for vacancies, a workshop relating to teaching about money titled “Getting More for Your Money - I’ll Buy That!” and some helpful technology tips presented by Calvin Rains. Cal opened a Gmail account that houses the activity sheets and additional information. Go to “Resources” <http://www.kotesol.org/?q=node/368> to read more about these items. There is an original Jeopardy-type game that others are very welcome to download and modify to use for any topics that they are teaching.

Feel free to contact the Jeju Chapter at JejuChapter@gmail.com with any questions, suggestions, or concerns that you may have. Special thanks to the Foreign Language Learning Center in Jeju City for hosting our summer sessions in their very cool and comfortable facilities.

Jeonju-North Jeolla Chapter

By Paul Bolger

The Jeonju-North Jeolla Chapter had a great first half. Following our advertising blitz with Facebook links, email groups, business cards, sponsored rounds of the local quiz night, and word of mouth, our activity-based workshops were well attended. The annual Chapter conference was a great success too, with over 200 people attending. Our thanks go to those who attended. We are taking a break between semesters but will return with vigour in the second half of the year. We hope to see many new faces then. Remember, our workshops usually coincide with the local quiz nights, so out-of-townners can make a great day and night of it. See you all soon!

Seoul Chapter

By Jennifer Young

The Seoul Chapter has had a busy year so far. Our May workshop, “Building Automatic Bottom-Up Processing Skills to Support Reading Comprehension,” led by Dr. Bill Snyder was both informative and useful. Both research on reading speed and comprehension, and practical activities to help students to improve their reading speed were discussed.

In June, Crystal Johnson presented “Becoming the Ultimate Circus Ringleader: Creating Student-Centered Classrooms and Developing Accountable Students in Large Classrooms.” Many, if not most, KOTESOL members have experienced large classes with inadequate or inappropriate materials, so not only did Crystal share her own ideas, she also encouraged attendees to contribute some of theirs.

At the June Executive Meeting, the Membership Coordinator and Webmaster positions were combined and the Chapter Executive unanimously approved Annie Sirgey to fill the newly merged position.

Continued on page 52.

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Korea TESOL Publications

Korea TESOL Journal

Dr. Bill Snyder, Editor-in-Chief. Hanyang University, Hanyang-Oregon TESOL, 17 Haengdang-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 National Officers section for contact details.]

E-News

Dr. Kara MacDonald, Co-editor. Hanyang University, Seoul [See page 4 for contact details.]

Dr. David E. Shaffer, Co-editor. Chosun University, Gwangju. [See National Officers section for contact details.]



[Compiled by David E. Shaffer]

KOTESOL Authors Displays at KOTESOL 2008

Show your colleagues what you have published. Not only can you give advice and possibly generate contacts and collaborators for future books, you might also find publishers looking at you for future developments.

Contact Rob Dickey: 016-834-0968

Email : robertjdickey@yahoo.com

Continued from page 47.


The July presentation, "Future Trends in Korean EFL - Improving the Get-Learn-Use Cycle," by Dr. Jeong-ryeol Kim was well attended despite the weather. This was more of a true workshop in that participants worked in small groups to plan a mock lesson after hearing some of Dr. Kim's ideas on making classes more relevant to students.

The Seoul Chapter took a summer break in August this year. So, the next meeting is in September, and the ever-popular Aaron Jolly and Scott Miles are presenting on Extensive Reading.

Suwon-Gyeonggi Chapter

By Chang Myounghwan

On Saturday, May 17, the Suwon-Gyeonggi Chapter held its 61st regular meeting at the University of Suwon. The

presenter, Scott Miles, presented on "Bringing Extensive Reading into Korean Classrooms," which fascinated all 40 participants. On Saturday, June 21, the Suwon-Gyeonggi Chapter held its 62nd regular meeting at the University of Suwon. The presenter, Mark Lloyd, presented on "English in Popular Culture," which was enjoyed by all 70 participants. The meeting was a big success with 15 native English teachers attending. Seungwook Park became 1st Vice-President. Young Ki Kim became our new 2nd Vice-President, and John McNeil continues as the Chapter's Outreach Coordinator along with Myung Ok Choi. Soonah Kim (Treasurer) was in the UK as a member of an English teacher training team during the summer. Myunghwan Chang (Secretary) begins teaching English at Dankook University and Kookje College fall semester. Please, visit our web site <http://cafe.naver.com/ggkotesol.cafe> and enjoy video clips, photos, and materials. 

[Compiled by Maria Pinto]

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.* (Web site).*

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

World Calendar

Conferences

- 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. 2-5, 2008** CLESOL 2008: The 11th National Conference on Community Languages and ESOL: "Language and Identity: Building Communities of Learning." Auckland, New Zealand. Web: <http://www.clesol.org.nz/2008/home.html>
- Oct. 18-20, 2008** 2008 International Conference on Primary English: "English for Young Learners: Putting Theory into Effective, Dynamic Practice." Beijing, China. Web: <http://www.chinabfle.org/YLP/en/>
- 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>
- Nov. 14-16, 2008** ETA-ROC, "Holistic Approaches to English Teaching and Learning," Taipei, Taiwan. Email: yiunamleung@gmail.com
- Nov. 24-28, 2008** English and Asia: First International Conference 2008. International Islamic University Malaysia, Kuala Lumpur, Malaysia. Email: englishasiacommunity2008@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.edu.hk>
- 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/>
- Feb. 21-22, 2009** The 5th CamTESOL on English Language Teaching: "The Globalization of ELT: Emerging Directions." Phnom Penh, Cambodia. Web: http://www.camtesol.org/2009conference/Call_for_Paper_2009.html Call for Papers: October 3, 2008
- Mar. 26-28, 2009** The 43rd Annual TESOL Convention and Exhibit: "Uncharted Mountains, Forging New Pathways." Denver, Colorado, USA. Web: http://www.tesol.org/s_tesol/convention2009/
- Mar. 31 - April 4, 2009** The 43rd Annual International IATEFL Conference and Exhibition. Cardiff, UK. Web: <http://www.iatefl.org/content/conferences/2009/index.php> Call for Papers: September 22, 2008
- May 16-17, 2009** The 26th Conference of English Teaching and Learning in the R.O.C.: "Holistic Approaches to English Teaching and Learning." National Tsing Hua University, Hsinchu, Taiwan. Call for Papers: December 15, 2008. Email: cyuchen@mx.nthu.edu.tw
- Aug. 7-9, 2009** The 7th Asia TEFL International Conference: "Creativity and Collaboration in English Language Teaching in Asia." Bangkok, Thailand. Call for Papers: March 1, 2009

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.]



www.kotesol.org

The 16th Annual Korea TESOL International Conference

Responding to a Changing World

Oct. 25-26, 2008
Sookmyung Women's University
Seoul, Korea 숙명여자대학교

Invited Speakers

Scott Thornbury	David Graddol
Rose Senior	Richard Johnstone
Chris Kennedy	John Cashman
Curtis Kelly	Yuko Butler
Sherry Preiss	Merton Bland
Joo-Kyung Park	John Linton, M.D.

Banquet Speaker: Marti Anderson



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