International Conference
Steven Herder does it better with you
Stephen Krashen goes to war
Ki Hun Kim plays chicken

Extra
Meet the Research SIG team
Conferences and changes: Mitzi Kaufman

KOTESOL
대한영어교육학회

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The English Connection Editorial Team

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대한영어교육학회

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

Editorial

By Julian Warmington Editor-in-Chief

Welcome to this year's special issue of *The English Connection*. Read on inside about some of the great guest speakers coming to the KOTESOL international conference in October. This issue goes out with thanks to David Shaffer for not only being the liaison person for these honored invited speakers but also for actually contributing the interviews with Scott Thornbury and Jennifer Book. Steven Herder, Stephen Krashen, and Ki Hun Kim all contributed brief articles at President Shaffer's request, introducing their current topics of interest within the EFL field.

But wait, that's not all! You will also find a topical and timely article about conferences such as our IC, and their power to change us – and our power to change them– by Mitzi Kaufman. Then Daniel Bailey, Stewart Gray, and David Berry contribute their own micro reviews of the Research SIG (special interest group). And Paul Johnson also shines light on the value and the challenges involved with role-play dice-throwing games for developing conversational English.

And finally, another top quality TEC would not be complete without our regular contributors such as Professor Thomas Farrell writing on reflective practice; the book review is again offered by returning assistant editor Chris Miller. But in this issue, the column on brain development for learning – usually contributed by Curtis Kelly – is this time penned, in part, by Marc Helgesen.

Another change you may have noticed is the subject matter of our cover photo. One fairly recent development around South Korea is the advent of solar panels adorning mainly school building rooftops, like the sparkling, bejeweled crowns of modern hi-tech development that they really do represent. They symbolize and literally reflect a strong glimmer of hope for the future generations that it is our privilege to teach within this age of all-too-obvious rapid onset of the earliest effects of catastrophic climate change.

This new era became obvious the week I started a new job in Busan a few years ago on an all-new campus grounds on the side of one of the many hills in that sunny city in the southeastern corner of the peninsula. But, it rained so suddenly and so hard in those first days that not only was the entire surface of the street leading up to the campus washed downhill, but so too was a large city bus pushed over and down a suburban road by flood waters. The image of a bus being swept away sideways was captured by a distraught and shocked bystander, and it made international news.

This begs the question: Why don't ALL of our schools, *hagwons*, universities, churches, mosques, and other community centers already sport both solar panels on their rooftops and locally produced lithium-ion batteries for storing power? They could be of huge benefit to the school and nation for three key reasons: (a) emergency situations when the main national grid eventually cannot cope and results in blackout, (b) to help reduce demand on national energy providers (which in South Korea means mostly coal and nuclear); and (c) to save money for the school by using stored power in times of peak demand. (A fourth reason is, of course, to help contribute to the local and rapidly developing modern technology industries producing modern batteries and solar panels; and a fifth reason is to lead by example, thereby helping encourage local citizens to adopt this key new technology for all the reasons listed above.)

To clarify the first point above about potential blackout scenarios: news stories about this year's swelteringly hot northern hemisphere's summer demonstrate that water temperatures are too hot in the rivers and streams used by nuclear power stations for the sake of cooling their power turbines, with the result being that a number of nuclear power stations were deliberately shut down on days when the largest number of citizens used power for air conditioning and other cooling. Add to this the suddenly extremely rapid melting of the remains of the Arctic ice sheet, due in large part to the spread of black, heat-absorbing particles of coal from power stations around the world, and we can see it is a matter of a very brief time before our students' education is directly affected by the increasingly rapid rates of increasing heat.

Does a school of any sort near you have an array of sunshiney solar panels atop the roofs? Please take a snap and send it on in, with the name and location of the school, to *tec@koreatesol.org*. We would love to see it featured and celebrated in an upcoming issue.

Meanwhile, see you at the international conference!

President's Message

By Dr. David E. Shaffer KOTESOL President

Since the last issue of *The English Connection*, summer has made a sizzling intervention. It is the season for vacationing, traveling, and relaxation. I hope that you have been able to work some of this into what I know are your busy schedules of regular teaching, intensive summer classes, English camps, personal course-taking, and other professional development. KOTESOL, too, has been busy during June, July, and August. We've had a dozen chapter meetings/workshops, additional chapter social gatherings, Reflective Practice sessions (Seoul and Gwangju), and Gangwon Chapter held its annual Summer University Teachers' Conference (Thank you, Michael Free and crew).

Publications – The staffs of our various publications have been busy working through the summer heat, evidenced in part by the appearance of *The English Connection* (TEC) that you are presently reading. This pre-conference issue of TEC is an expanded issue, containing pieces by our two plenary speakers and others by several of our featured speakers. By the time TEC reaches members' mailboxes, both *KOTESOL Proceedings 2017* and issue 14-1 of the *Korea TESOL Journal* should be available online. This year's *Proceedings* is our largest ever with 40 papers and about 400 pages. The *Journal* carries 11 research papers and 2 book reviews. (Thank you, James Kimball, Julian Warmington, Kara Mac Donald and your teams.) And I am sure you have noticed that our monthly e-newsletter, *KOTESOL News,* hasn't skipped a beat. (Thank you, Lindsay Herron.)

Partners – Only one of our domestic partners holds their conference in the summer; Michael Free was our representative and presenter at KATE 2018. The KOTESOL president represented us at the August KEES conference. And Paul Johnson was our representative to the August MELTA conference in Malaysia. This summer also saw KOTESOL form partnerships with three additional associations: ELTAM/Mongolia TESOL, MAAL (Macau Assn. for Applied Linguistics), and HAAL (Hong Kong Assn. for Applied Linguistics). They will be sending presenters to our October conference as will a half dozen other international partners and a number of domestic partners.

Korea TESOL International Conference 2018 – If you thought last year's international conference (IC) was great, you won't want to miss this year's IC – we are loaded, both barrels, with Stephen Krashen and Scott Thornbury as our plenary speakers, arguably the most prominent names in the fields of applied linguistics and ELT, respectively. And we have a great lineup of featured speakers: Jill Hadfield, Yilin Sun (past president of TESOL), Steven Herder, Ki Hun Kim, Jill Murray, and Jennifer Book. In addition, we have a power-packed featured panel discussion with Boyoung Lee, Kyungsook Yeum, and Joo-Kyung Park. Of course, we will also have our regular offering of about 200 high-quality concurrent sessions of talks, workshops, research reports, and poster presentations. Circle the dates: October 13–14. And don't forget that September 30 is the last day to pre-register for the discount rate. Last year's piloted conference app will be available for your conference enjoyment again this year.

Coming Attractions – KOTESOL is presently putting the final touches on our Teacher of the Year Award. Application details will be available on our website and the awardee will be announced at our IC next year. Also coming is our Research Paper of the Year Award. Our first award will be selected from among our Korea TESOL Journal papers and announced at this year's IC. We also have a new special interest group (SIG) in the making. By the time you read this our new environmental awareness SIG (official name TBA) may have already launched. Our annual service awards will also be given out on IC weekend as part of the annual business meeting (ABM). I encourage our individual chapters to also present service awards to those chapter members who have given their "full measure of devotion" at the chapter level. Looking into late autumn, we will again be holding our annual Leadership Retreat; keep an eye out for details on our website. And November is full of chapter conferences.

Don't forget our 2018 initiatives. The Pass-It-On Challenge: Bring one new member into KOTESOL. The Publicity team is launching a new video touting the benefits of KOTESOL membership. And Volunteer: Offer your services to KOTESOL. We are "Teachers Helping Teachers."

The 40 Years' War

By Stephen Krashen, IC 2018 Plenary Speaker

For the last 40-plus years, we have been engaged in a war between two hypotheses, two views on how we acquire language and develop literacy. It is a good war, because no matter which side eventually wins, we will be learning a great deal.

The Comprehension Hypothesis states that we acquire language and develop literacy when we understand messages, that is, when we understand what we hear and what we read, when we receive comprehensible input. Language acquisition is a subconscious process; while it is happening we are not aware that it is happening, and the competence developed this way is stored in the brain subconsciously.

The rival to the Comprehension Hypothesis is the Skill-Building Hypothesis. The Skill-Building Hypothesis says that to acquire language, we first memorize vocabulary and learn grammar rules consciously, and then practice them in output until they become automatic. In other words, consciously learned knowledge eventually becomes subconsciously acquired knowledge. Skill-Building also holds that we can adjust our consciously learned rules when we are corrected.

Note that the cause-and-effect relationship in the two points of view is different, an observation first made by Frank Smith in relation to reading theory. The Comprehension Hypothesis states that language acquisition and literacy development is the result of getting comprehensible input by, for example, hearing stories (Mason, Vanata, Jander, Borsch, &

corrected. The result, it is claimed, is the ability to use the language.

I have argued that the published research strongly supports the Comprehension Hypothesis. This evidence comes from studies comparing comprehension-based methods with methods based on Skill-Building, as well as correlational studies, often multivariate, and case histories. The evidence also includes research showing the inefficacy of output, grammar study, and error correction (Krashen, 1994a; 2003; Lee, 2005; Truscott, 2016).

Not only are comprehension-based methods more effective, they are also more pleasant (Lao & Krashen, 2008; Krashen, 1994b; McQuillan, 1994). Comprehensible input provides immediate pleasure in the form of interesting (and often compelling) messages. It provides immediate gratification. Skill-

"Speaking is a result of language acquisition not the cause"
Stephen Krashen
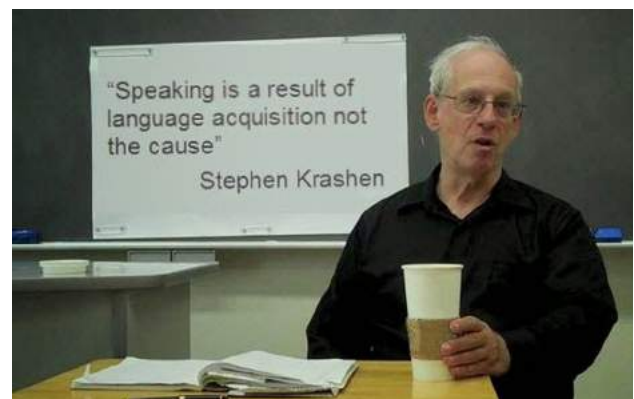
> **"Not only are comprehension-based methods more effective, they are also more pleasant."**

Krashen, 2009) and reading interesting books and other print (Cho, 2017; Lee, 2007; Mason & Krashen, 2017). In other words, comprehensible input is the cause of language acquisition. In contrast, the Skill-Building Hypothesis claims that conscious learning, correction, and output practice are the cause of language acquisition. We study vocabulary and learn grammar rules and then practice our consciously learned knowledge in output, in speaking and writing, and improve our conscious knowledge by getting

building offers only delayed gratification, and a great deal of hard work until that gratification is supposed to arrive.

But true gratification never arrives: I have yet to see a single documented case of someone who has acquired a language well through skill-building only (for example, the case of Gouin, described in Krashen, 2014). In all cases of claimed success from skill-building only, a closer look reveals that the acquirer

received a great deal of comprehensible input (e.g., Krashen, 1991). But there are many cases of acquirers who have done well with mostly, and sometimes only, comprehensible input (Krashen, 2014, 2017).

The Comprehension Hypothesis is thus more successful, and it provides a pleasant path to language acquisition. Skill-building has not done well in the research and is often painful. Yet the Skill-Building Hypothesis for most people is not a hypothesis: It is an axiom. In fact, I suspect that most people are unaware that the Comprehension Hypothesis exists. My goal is to at least reduce the status of the Skill-Building Hypothesis from axiom to hypothesis.

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The Author

Stephen Krashen is Professor Emeritus, University of Southern California. His research interest is language and literacy development. He is the author of *The Power of Reading* (Libraries Unlimited) and a member of the Reading Hall of Fame. He also holds a black belt in taekwondo and was the 1977 incline bench press champion of Venice Beach, California.

"Anything I Can Do, We Can Do Better"

By Steven Herder, IC 2018 Featured Speaker

In April 2018, I started a new tenured position as associate professor in the English Language and Literature Department at Kyoto Notre Dame University, a private liberal arts women's university in western Japan. Three months into this exciting yet somewhat overwhelming position, I'm wrestling with how to best manage my time. I'm on campus four days a week for about 11 hours per day. Below is a guesstimate of how I have been spending my time thus far.

Table 1. Hours spent on campus independently and collaboratively (April–June 2018)

Category	Hours	%	Activity Type
Teaching students (in class)	11	25%	Collaborative
Advising students (outside class)	6	14%	Collaborative
Eating, drinking coffee, taking breaks on SNS	6	14%	Collaborative
Meetings with colleagues	6	14%	Collaborative
Conferring with other professors	4	9%	Collaborative
Preparation for classes & meetings	4	9%	Independent
International Teacher Development Institute (iTDi)	3	7%	Collaborative
Administration	2	4%	Independent
Reading	2	4%	Independent
Writing	0	0	Independent
Total	**44**	**100%**	

The Power of Collaboration

As can be seen in Table 1, approximately 83% of my time has been spent working collaboratively with others on a range of jobs within my department and throughout campus. I fully believe in the power of collaboration, and any success I have experienced throughout my career has resulted from teamwork and the efforts of more than one person. Highlights in my career to date would include some of the following collaborations:

- Learning the Art of Teaching (Seibo Jogakuin, 1992–2011)
- Skype Study Group (Birmingham MA TESL/TEFL, 2007–2009)
- MASH Collaboration (Teachers Network, 2007–2012)
- *Innovating EFL Teaching in Asia* (Palgrave, 2012)
- *Exploring EFL Fluency in Asia* (Palgrave, 2014)
- International Teachers Development Institute (iTDi. pro, 2012–present)
- Coordinating TOEFL iBT Skills Program (Doshisha Women's College, 2010–2017)

I have pretty much always been a social animal, but not always very successful at the intricate game of human relations. Entering my 55th year on this planet, my emotional intelligence (EQ) has certainly matured over time, and I have developed very useful soft skills associated with EQ: self-awareness, self-management, social awareness, and relationship management. I have invested a lot of time in trying, failing, reflecting, and learning to be a better leader. Furthermore, throughout my career in Japan, I have thought long and hard about why some groups are successful and others are not – and why I thrive in some groups but barely survive in others?

I had a personal epiphany in my MA TEFL Skype Study group in the first of the three years we studied together. I was pretty confident that I knew most of the answers to questions about classroom theory and practice because of my 15 years' experience teaching solo in a private high school classroom in Japan. I thought I was always right about almost all of my opinions. However, I found myself in a collaborative Skype group with four very intelligent teachers who earned the nicknames Einstein, Shakespeare, Satan, and Professor. When we argued about ideas, I sometimes found myself on the wrong side of a four-against-one situation, and I had to do mental contortions within my brain to convince myself that while I was surely right they were, in fact, "righter" (sic). From repeated experiences like this, I finally accepted that anything I can do, the group combined

> **"Collaboration creates just the right amount of tension to get lots done."**

can do better, as long as there are some fundamental principles at work within the group. To date, I can argue that the following principles are essential to successful collaboration:

1. Trust and Rapport – Trust is built very slowly – one small step at a time. People can sense who in the group is sincere. Once there is enough trust in the group, the work becomes more like play. When you are with trusted friends, it doesn't really matter if you are working or playing, it is still meaningful and fun.

2. Patience and Understanding – Humans are complicated. Until you get to a certain level of closeness with your inner circle, you need to be extra sensitive to others' feelings. You must be aware that groups need to find their own sense of balance. You need to listen as much as you speak. You need to give as much as you take. You need to support others as much as you lean on them.

3. Leadership and Commitment – A colleague, Chuck Sandy says, "There is a leader in everyone, and they just need to be asked to take on leadership."

Once you begin to improve yourself, the feelings of accomplishment create the virtuous cycle that is often discussed in motivational theory. Leaders are not afraid to make a commitment – to ideas, to challenges, and especially to the members of their team.

4. Direct and Indirect Communication Skills – You certainly don't have to have all of these sub-skills yourself, but within the group, there must be an abundance of them: clarity of ideas, clarity of expression, ongoing questioning, forgiveness for miscommunication, clarifications, constructive formative feedback, give and take, humor, and kindness.

I have always looked to recreate the camaraderie that I experienced as an MA student. It did not occur until good colleague and great friend Philip Shigeo Brown suggested that we open a weekly online space for teachers to meet other like-minded teachers, ask questions about teaching and learning, share ideas from the classroom, and help one another grow as ELT professionals. This lead to the start of The Teachers' Room at iTDi.pro.

The Teachers' Room at iTDi.pro
The best time to focus on your own professional development is right now. Many professional teachers believe that being a teacher means a never-ending commitment to learning. Once you realize that there is much more to be learned, there's no time like the present to get started. Check out more information at https://itdi.pro/itdihome/the-teachers-room/ if you're interested.

"Collaboration creates just the right amount of tension to get lots done."
This quote that I coined back in 2007 resonates with many people, so I have been told over the years. For me, it means that while I am able to be lazy and procrastinate on my own personal to-do list, I rarely put things off when I'm collaborating with others. While I don't mind letting myself down, I never want to appear derelict or irresponsible to my ELT colleagues, and so, working in tandem, we are able to accomplish many things!

Goals for Time Management
As I enter the summer break from classes, I hope to lock myself in my office and carve out some more time for reading and writing: specifically, the knowing, being, and doing of leadership for my Senior Seminar, and my other research area, before, during, and after studying abroad (BSA, DSA, and ASA). Feel free to approach me at the conference if you have ideas or want to discuss a collaboration.

(NB: Just to be fair to my colleagues, my Skype study group nickname was Mother Hen.)

The Author

Steven Herder has been teaching and publishing for almost 30 years. He is now an associate professor at Kyoto Notre Dame University in Japan. In 2012, he co-founded the International Teacher Development Institute (iTDi; http://itdi.pro), an online teacher training community for teachers by teachers, with over 5,000 members and a global reach into over 100 countries. Email: herder@notredame.ac.jp

Which Came First, the Chicken or the Egg?

By Ki Hun Kim, IC 2018 Featured Speaker

Ki Hun Kim is one of Korea's most successful and best-known private English institute instructors. He is also an author and publisher of books on learning English and has owned a chain of very successful English institutes. Ki Hun Kim will be a featured speaker at our international conference. Here he talks about his experiences and the role of a good teacher. – Ed.

"Which came first, the chicken or the egg?" As you know, this is a very overused question, one that automatically makes you want to retort, "So what? What is it that you'd like to say with this?" Then, how about this question: Which group do you think is more important for enhancing the fluency of English learners in EFL situations in Korea, teachers or learners? To put it another way, which comes first, good teaching skills on the part of teachers or intrinsic motivation on the part of learners? The latter is much more important than the former, I'm pretty sure! But don't get me wrong. This is not to say teachers don't play an important role in developing learners' fluency in English, but the first and foremost role of teachers is to encourage students to become self-motivated in "acquiring" rather than "learning" English.

Korean boy band BTS earned the No. 1 spot last May

spokesman for BTS, was interviewed, he could make himself understood in fluent English. You know what? His only stay abroad was in New Zealand for no more than four months in his mid teens. So what's the secret? He said his fluent English skills came from watching *Friends,* the mega-hit US sitcom of the 1990s. The strong desire of a young man who would one day be a world-famous celebrity motivated him to acquire English in his own way.

In 2006, a 17-year-old girl came to the teacher's room after the first class of my TOEFL Prep course. She said she had just dropped out of school because she hated the Korean education system and planned to go to the USA to be a professor in education. I asked her how she came to know me. She said that her brother had been my student, and he had told her that only I could motivate her enough to make her wish come

on the Billboard 200 chart with their latest album, *Love Yourself: Tear.* When RM, leader and self-designated

true. I have never in my life met such a passionate student as her. Because she was a drop-out, she could attend all of my English courses every day and spend no less than 12 hours acquiring English, not simply by preparing for the TOEFL test but also by reading and listening to all of the various kinds of English material that I recommended to her. She took in all my English teachings like a strong Dyson vacuum cleaner for about ten months, until at last there was nothing left for me to teach her. She went on to earn her PhD from Penn State University in 2014 and is now an assistant professor of elementary and early childhood education at The College of New Jersey in the U.S. Her name is MinSoo Kim-Bossard.

those reasons may be, and only after that can they be motivated to "acquire" (not "learn") English enthusiastically.

So what do you consider to be the most important role of a teacher? Well, if learners are not able to find motivation to learn English on their own, we, as teachers, must help them. Ask yourself what it was that inspired you to be an English teacher and how it has pushed you to be where you are now. Apply this power of intrinsic motivation to each of your students. I have been teaching English for almost 30 years and to over two million students, and as I see it, the secret of my successful career has been my motivational skills

> ## "Which group do you think is more important for enhancing the fluency of English learners in EFL situations in Korea, teachers or learners?"

There is also the story of a would-be professional computer gamer who came close to dropping out of his second year of high school in Seoul. He also came to the teachers' room to consult with me on his future. When he told me that it seemed impossible for him to become one of the best pro gamers in Korea and that he was giving up that dream in order to be a successful English teacher like me, I was at my wits' end, especially because his grades in school were at the failing level. And yet, after re-confirming his determination and sincerity, I helped him to become a good English teacher. He earned his BA in English education and pedagogy from Manchester University in England in 2016. His name is Seungjoon Yang, and he runs his own channel on YouTube, Young-al-nam (영알남), which was recognized in 2017 as the best English teaching channel on YouTube produced by a Korean. He also appeared as my student on the CBS Evening News segment featuring me, entitled *Millionaire South Korean Teacher Makes Surprising Admission.*

It is true that these examples are very special and that you might think they are not applicable to regular English learners, but I firmly believe that almost all English learners can and should first find their own reasons for wanting to learn English, whatever

rather than my teaching skills (though my teaching skills aren't bad either).

Although there is no right and absolute answer to the question "Which came first, the chicken or the egg," you can now answer this question: Which comes first, good teaching skills on the part of teachers or intrinsic motivation on the part of learners?

The Author

Ki Hun KIM (김기훈) has been chief English teacher at Megastudy (the largest on-line college prep school in Korea) since 2005. He develops English reading skills for standardized tests such as CSAT, TOEFL, TOEIC, and TEPS. He founded CEDU publishing company and has published over 100 books since 2004. He has been featured in major English media, including *Time* magazine, *The Wall Street Journal*, and *CBS Evening News*.

26th Annual The 2018 Korea TESOL International Conference
October 13-14, Sookmyung Women's University, Seoul

Interview: Scott Thornbury, IC 2018 Plenary Speaker

Scott Thornbury is an author, an academic, a teacher trainer, and a frequent conference plenary speaker who has graciously found time in his schedule to again offer a plenary at a Korea TESOL International Conference. The English Connection is happy to be able to share this interview with him, by Dr. David Shaffer. — Ed.

The English Connection (TEC): Could you tell us a little about yourself and how you became involved in English language education?

Scott Thornbury: It was February 1975. I was newly arrived in London and eager to return to Greece, which I'd passed through en route from the Antipodes. On the way, I'd spent a few weeks in Italy visiting a friend who had a temporary job teaching English. He let me watch a class, and I thought, "I could do that." So I enrolled in a four-week course at IH London. I was instantly captivated by the "IH method," a Direct Method derivative, where "grammar points" were presented using ingeniously contrived situations, and vocabulary was taught through mime, realia, visual aids – anything, of course, but translation. The fact that we were plunged into teaching practice from day one made perfect sense, but ratcheted up the intensity of the experience to a degree that might have been insupportable had I not had a background in children's theatre.

TEC: How did someone from New Zealand end up spending a large chunk of their life in Spain?

Scott: After that initial crash-course, I relocated to Egypt (there was no IH affiliate in Greece at the time, but a new affiliate had just opened in Cairo). I not only learnt to teach in Cairo and, subsequently, Alexandria, but I was also captivated by the Mediterranean lifestyle. So, when I was offered the chance to run the Diploma program in Barcelona, I saw it as exchanging one Mediterranean lifestyle for another. And so it was. Even the fish are the same, only they have different names.

TEC: Which letter of the ELT alphabet interests you the most these days?

Scott: Haha, good question. Having not long ago rewritten *An A-Z of ELT*, I've had a chance to revisit some of the alphabetical letters that have been the subject of previous talks (e.g., R and M) and what was very obvious is that terms beginning with A are not only prolific but that many of them link together to form a kind of "new metaphor" for language acquisition

(another A word!). So, that's the subject of my talk "7 Things Beginning with A."

TEC: Could you give us a sneak preview of your plenary session and other sessions that you will be presenting at KOTESOL IC 2018?

Scott: I'm very excited by the conference theme of fluency. As I wrote in an article recently, "Fluency is perhaps the most coveted, but the least understood, goal of second language learning." I'll be arguing that, in fact, it is not a single monolithic construct but a composite of a number of factors, some of which are objective and measurable while others are highly subjective and impressionistic. I'll be exploring these factors and, of course, talking about some implications for teaching. The other talk is a kind of thought experiment or a riff on what happens when you more or less accidentally juxtapose a number of key concepts and discover some suggestive connections between them. I'll also be conducting a workshop/ conversation at the invitation of the Social Justice Special Interest Group, called "Gay is a Global Issue." This grew out of a pre-conference event I co-facilitated for the IATEFL Global Issues SIG a couple of years ago: I found it curious that, while the SIG had been around for a number of years, it had never (to my knowledge) addressed the concerns of the LGBT community within ELT, symptomatic perhaps of the invisibility – even erasure – this community experiences in ELT

> **"I'm very excited by the conference theme of fluency. As I wrote in an article recently, 'Fluency is perhaps the most coveted, but the least understood, goal of second language learning.'"**

materials. I'll be discussing ways that, in local contexts, awareness might be raised and visibility enhanced, although, of course, as a relative stranger to your region, I can't pretend to have any concrete solutions. I hope, though, that the session will generate some creative thinking.

TEC: What is the focus of your presentations, and how will they be useful to the EFL teacher new to Korea as well as to the veteran practitioner?

Scott: All teachers have to engage with the challenge of improving oral fluency – and it's not just a Korean problem, by the way! I hope that the plenary will be relevant, therefore, to teachers both new and experienced – and I'll be asking you to help clarify what your own (local) criteria for fluency are. With regard to "7 Things Beginning with A," as I said, the focus is on exploring a new metaphor for language acquisition because the very term "acquisition" implies that language is a commodity that is "owned" through a process of transmission, just as we might acquire a new phone or car. While this does reflect some of the processes of learning, it perhaps under-represents the way that learning is a participatory experience in which knowledge is jointly constructed: for some time now, scholars have been arguing that a "participation" metaphor might serve us better than a simple "acquisition" one. That's the gist of my "alphabet" talk. It sounds a little abstract, I know, but I will also be spelling out what I think are the important implications for classroom teachers. In the end, though, you have to draw these conclusions for yourself, given your particular teaching context, experience, and personal values and beliefs. If nothing else, I hope it will make you think!
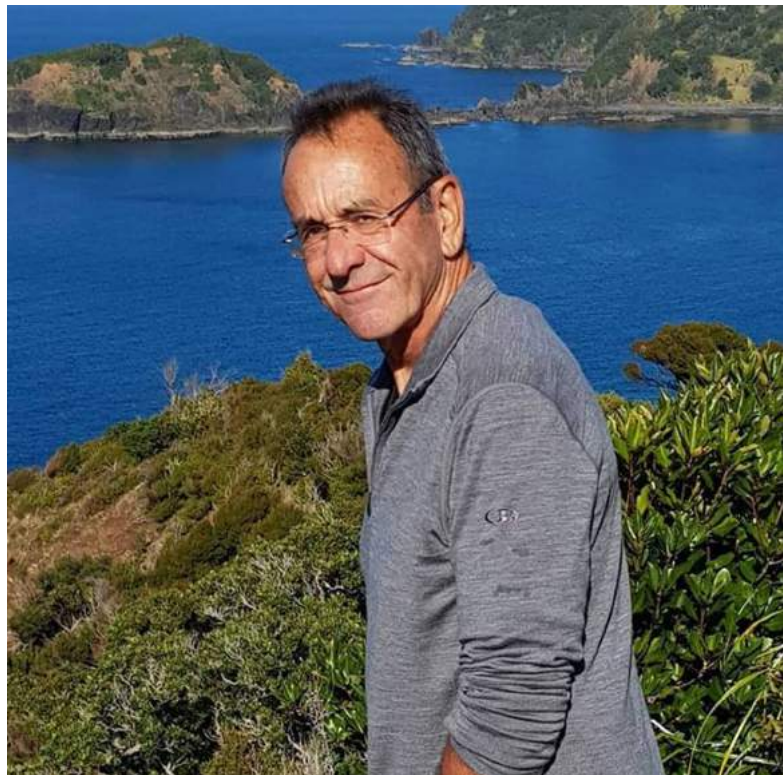
TEC: What is your impression of the ELT scene in Korea?

Scott: My impressions of the ELT scene in Korea are necessarily just that – impressionistic, and somewhat

> **"There are as many different techniques and strategies as there are classrooms and learners, so experiment, experiment, experiment."**

second-hand, since I've had no active involvement either teaching or teacher training here – unless you count four (or is it five?) KOTESOL conferences. Nevertheless, I see many points of congruence with other contexts I have been similarly "air-dropped" into: an ongoing tension between teachers' aspirations for their learners and the enormous constraints imposed by forces external to the actual classroom – curricula, exams, the local educational culture, including the expectations of such stakeholders as parents, employers, ministries, and so on. Perhaps South Korea represents a fairly extreme example of this tension. What has always impressed me, though, talking to teachers here, and to my own master's program students who teach or who have taught here, is how energetically, creatively, and with what good humor,

teachers rise to this challenge – one of the reasons I keep coming back!

TEC: Of all the ELT-related activities that you are involved in, and have been, which of them provide you with the most satisfaction?

Scott: Attending conferences, like KOTESOL. Now that most of my teaching/teacher training is done online, e.g., on the MA TESOL program I teach for The New School in New York, I really miss the cut-and-thrust

of face-to-face, real-time contact. I get that out of conferences, to a certain extent, so that's why I keep going to them.

TEC: If you could change anything about ELT – in the classroom, outside the classroom, even ELT conferences – what would it be?

Scott: I would love to topple the persistent hegemony of the grammar syllabus. Having experienced for myself the advent of communicative language teaching in the mid 1970s, and participated in the excitement of experimenting with alternative models of course design and methodology, I felt disempowered by the revival of the grammar syllabus in the mid-1980s, and the Dogme ELT movement was an attempt to reassert the importance of real communication – for the sake of communication. The grammar syllabus has proven resilient, however. One commentator likened it to bamboo: however hard you try to root it out, it keeps springing up again.

TEC: Would you share with us a little about your life outside of ELT?

Scott: Good question. As it happens, as I write this, I just happen to be revisiting New Zealand, where I grew up, and I am experiencing once again some of my early passions: bushwalking, beach-combing, bird watching, and plant-identifying, not to mention the cooking and eating of local produce. Any and all of these activities keep me centered.

TEC: How do you plan to spend your time at KOTESOL IC 2018?

Scott: As ever, enjoying the vibe – not just the sessions but what happens in and around the sessions. It's a great opportunity to learn – and to connect.

TEC: Where currently lies your focus of interest regarding ELT?

Scott: I am still interested in validating the principles that gave rise to Dogme ELT, which is why I'm very interested in what are now called usage-based theories of language acquisition. Proponents of a usage-based view argue that language learning involves general cognitive operations that are activated, refined, and entrenched through participation in communicative interaction – and hence reject the idea that the language learning is an innate, genetically specified and language-specific faculty, á la Chomsky. To me, this would seem to validate what we call the communicative approach, immersive methodologies such as CLIL, task-based instruction, and by extension, Dogme, i.e., the idea that you learn to communicate by communicating. This doesn't exclude the possibility that more mechanical, form-focused activities are helpful, but suggests that without the experience of participating in real communication, the effects of language learning remain "deactivated" and inert.

TEC: What is the most important piece of advice you could give to someone about to begin teaching English?

Scott: One piece of advice would be to enroll in a foreign language class so as to experience language learning first-hand. Another would be to keep an open mind as to what works best in the classroom: there are as many different techniques and strategies as there are classrooms and learners, so experiment, experiment, experiment.

TEC: Can you share one of your favorite memories of your experience teaching English, either in the classroom or out?

Scott: Within my first year of teaching in Cairo, I was precipitated into the role of assistant director of studies, which basically involved covering classes of teachers who hadn't showed up, often at very short notice. The ability to improvise using whatever the students threw at me was extremely formative. I even remember one lesson where I was teaching two classes simultaneously, dashing from room to room as I set up tasks to keep them busy. I learned so much about teaching in those first years in Cairo, and I also learned that if you put your trust in the learners, amazing things will happen.

TEC: Thank you, Scott, for taking the time for this interview. We look forward to seeing you is Seoul in October.

Interview: Jennifer Book, IC 2018 Featured Speaker

Jennifer Book teaches at the University of Sussex (UK) and is coming to the international conference as an invited speaker through our relationship with IATEFL. Dr. David Shaffer caught up with Jennifer recently for this interview. — Ed.

TEC: Could you tell us a little about yourself and how you became involved in the field of English language education?

Jennifer: Many years ago, I was working in Italy as an au pair when a local Italian teacher friend asked me to cover a lesson for her as one of her teachers was sick. I taught the lesson (a 1-to-1) and really enjoyed it. Over the next few summers while I was studying at university, I taught EFL at summer schools and then decided to bite the bullet and take a TEFL course. The rest is history!

TEC: You are a member of the IATEFL TTEd SIG. Could you tell us about that set of acronyms and your role in them?

Jennifer: IATEFL stands for the International Association of Teaching English as Foreign Language. It is an organization that aims to link teachers together across the globe, sharing ideas, experiences, research, etc.

> "It is necessary to focus not just on language but on the rules and behaviors associated with different cultures so we can interact with each other in more meaningful and relevant ways."

They also hold annual international conferences where thousands of professionals from across the world come to participate in the wonderful world of ELT! IATEFL has 16 Special Interest Groups, or SIGs, and the one I am involved in is the TTEd SIG, which stands for Teacher Training and Education. I compile and edit the newsletter, which comes out twice a year. If anyone is interested in writing for this, they can contact me directly, and I will provide them with the necessary details and guidelines.

TEC: Could you give us a sneak preview of your featured session and invited second session that you will be presenting at KOTESOL IC 2018?

Jennifer: I will be presenting on two topics: The first is on ELF pronunciation and what its importance is in today's global English language-speaking world, paying particular attention to the goals we set ourselves as teachers and learners. I will also be sharing ideas and will be hoping for lots of audience participation! The second is on intercultural communicative competence and why it is necessary to focus not just on language but on the rules and behaviors associated with different cultures so we can interact with each other in more meaningful and relevant ways.

TEC: I believe that this is your first trip to Korea. What plans do you have for your time at the conference and outside the venue?

Jennifer: Unfortunately, I do not think I will have much time in Korea other than attending the conference. However, I would love to see some of the local sites around Seoul, so any recommendations would be greatly appreciated!

TEC: Of all the ELT-related activities that you are involved in, which of them provide you with the most satisfaction?

Jennifer: I am mainly involved in teacher training, and over the years, I have tutored many people through the TESOL certificate leading to a professional qualification. I also get to travel the world moderating these courses and examining teachers on the higher-level TESOL diploma course.

TEC: Would you share with us a little about your life outside of ELT?

Jennifer: Outside of ELT, when I'm not looking after my family, I enjoy various artistic hobbies, such as mosaic making, as well as being an avid reader of contemporary fiction. I also enjoy exploring the local countryside and my town, which is extremely vibrant.

TEC: What advice would you give someone at the beginning of their career in EFL?

Jennifer: Talk to people in the staffroom, teach a variety of classes, learn about the different cultures in your classroom, use your own culture in the classroom, don't worry if you make mistakes, attend conferences, write for a newsletter, have a work buddy/mentor, and enjoy it!

TEC: Thank you, Jennifer. We look forward to seeing you at the International Conference in October!

KOTESOL International Conference 2018
Speakers and Session Titles

Plenary Speakers

• Stephen Krashen
Opening Plenary Session
Fluency: How Polyglots Did It, and Developed Accuracy as Well

Invited Second Session
The Conduit Hypothesis

• Scott Thornbury
Sunday Plenary Session
Fluency and How to Achieve It

Invited Second Session
Seven Things Beginning with "A"

Special Invited Session (Social Justice SIG)
Gay Is a Global Issue

Featured Speakers

• Jill Hadfield
Featured Session
What We Talk About When We Talk About Interaction

Invited Second Session
The Changing World of Materials Design: How to Create Online Tasks

• Yilin Sun
Featured Session
Focusing on EMI and PBL in Fostering Fluency: Implications and Strategies

Invited Second Session
Action Research in Blended Learning Classes

• Steven Herder
Featured Session
Understanding and Increasing the Role of Fluency in EFL

Invited Second Session
Expressing One's Skill Set Fluently

• Jill Murray
Featured Session
The Pragmatics of Fluency and Disfluency: Teaching and Testing Implications

Invited Second Session (Workshop)
Integrating Pragmatic Information in Teaching

• Ki Hun Kim
Featured Session
Field Manual on Building Up Reading Fluency in English

• Jennifer Book
Featured Session
Pronunciation as a Lingua Franca: What Are Our Goals?

Invited Second Session
Intercultural Competence and Critical Incidents in the Language Classroom

• Boyoung Lee / Kyungsook Yeum / Joo-Kyung Park
Featured Panel Discussion Session
Focus on Fluency in the Korean Context

Abstracts, biographical sketches, and registration information are available on the Korea TESOL website – koreatesol.org/ic2018/.

Korea TESOL International Conference 2018
Two-Day Schedule Overview

Saturday, October 13

08:00 –	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Invited Session / Concurrent Sessions
11:00 – 11:30	Opening Ceremonies
11:30 – 12:15	Opening Plenary Session: Stephen Krashen *Fluency: How Polyglots Did It, and Developed Accuracy as Well*
12:15 – 13:30	Lunchtime Break / Special Events
13:30 – 14:15	Featured Session / Invited Session / Concurrent Sessions
14:30 – 15:15	Featured Panel Discussion / Invited Session / Concurrent Sessions
15:30 – 16:15	Featured Session / Invited Session / Concurrent Sessions
16:30 – 17:15	Featured Session / Invited Session / Concurrent Sessions
17:30 – 18:15	Invited Session / Concurrent Sessions
18:15 - 19:15	KOTESOL Members Wine-and-Cheese Social

Sunday, October 14

08:00 –	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Featured Session / Invited Session / Concurrent Sessions
11:00 – 11:45	Sunday Plenary Session: Scott Thornbury *Fluency and How to Achieve It*
12:00 – 12:45	Lunchtime Break / Special Events
13:00 – 13:45	Featured Session / Invited Session / Concurrent Sessions
14:00 – 14:45	Featured Session / Concurrent Sessions
15:00 – 15:45	Concurrent Sessions
16:00 – 18:00	Korea TESOL Annual Business Meeting (ABM)

Preliminary schedule; subject to slight changes.
Scheduling details will be available on the KOTESOL website at koreatesol.org/ic2018/

Be the Change

By Mitzi Kaufman

In her book *Lean In*, Sheryl Sandberg states, "We cannot change what we are not aware of, and once we are aware, we cannot help but change." I initially began teaching English in Korea as an instructor at Samsung Human Resources Development Center in Yongin (2006–2012). During that first stay in Korea, I was not a member of KOTESOL, though I did attend one or two events.

After I left my job at Samsung, I took some extended time off to travel and reconnect with family and friends in the United States. I moved back to Korea a couple years later to work as an English professor at the language center at KAIST in Daejeon. At that point, I decided to become an active member of KOTESOL.

To be completely honest, I was initially disheartened and frustrated because two of the events I attended were not as inclusive as I thought they should have been. The International Conference (IC) in 2014 was scheduled during Yom Kippur, which is one of the most important holidays for Jewish people. It is a time when observant Jews will fast, eschewing both food and water, for nearly 25 hours. The Jewish population in Korea is admittedly fairly small, but English teachers make up a significant proportion of it. It seems likely that some Jewish teachers may have skipped the IC that year due to the scheduling oversight.

I expressed my frustrations to some of the conference committee members, and even though a couple of people I approached did not seem receptive to my feedback, there were several who apologized and stated they would attempt to be more aware of the Jewish high holiday schedule in the future.

One of the next events that was advertised after the KOTESOL IC in 2014 was a "Christmas" party for my local chapter. I was surprised that it was not being called an "end-of-year" party to include people from a wider variety of religious backgrounds, as well as those who do not practice any religion at all. I was told that no one had ever mentioned that concern before, and the organizers agreed to change the name of the event for future years. It has since been called the "end-of-year" party. Although a gift exchange is still one of the elements of the party, it is a non-religious event.

I consider myself extremely fortunate to have attended North American TESOL conventions in 2005 in San Antonio, 2006 in Tampa, 2013 in Dallas, and 2014 in Portland, when I was living in the United States.

After attending two KOTESOL ICs in Seoul in 2014 and 2015, I realized that there was something that I had experienced at all of the North American TESOL ICs that I was not seeing at the KOTESOL ICs: an orientation session for first-time conference attendees. I felt this was one of the contributing factors to why so many people I talked to stated that they found the KOTESOL IC overwhelming, particularly when they were attending for the first time, were not familiar with the venue, did not know many people, and/or found the schedule a bit daunting.
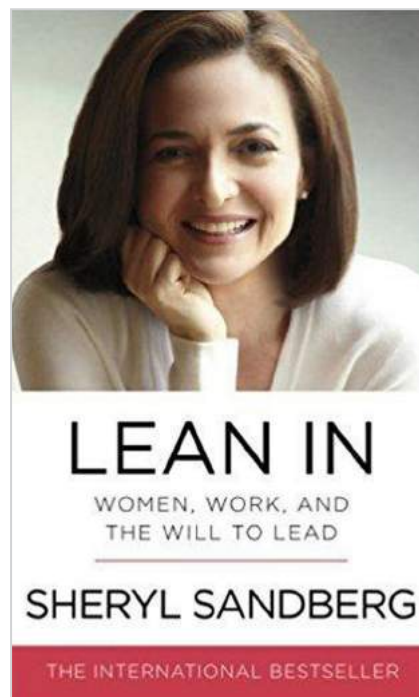
> "'Be the change you wish to see in the world,' is a famous quote from Gandhi; how can you be the change you wish to see in *KOTESOL*?"

I mentioned to some of the KOTESOL IC organizers that I felt an orientation session should be a part of future IC events, just as they are a part of the TESOL conventions, and I was asked to help lead one in 2016. I was teamed up with two more seasoned KOTESOL members, Tory Thorkelson, an active member of KOTESOL since 1998, and Heidi Nam, a facilitator for the KOTESOL Christian Teachers SIG. This will be the third year the three of us will lead an orientation session at the KOTESOL IC. If you want to have some guidance on orienting yourself to the venue, would like to get some useful tips and tricks, hope to network with others at the start of the conference so you can feel more at ease – and can divide and conquer – to get the most out of the experience, and/or want to get some more detailed information about KOTESOL in general, I highly recommend that you attend the orientation session this year.

Toward the end of last year, as I reflected back again on the North American TESOL conventions I had attended, I thought about one other thing that was missing from KOTESOL, and that was visible LGBTQPIA+ (lesbian, gay, bisexual, transgender, queer/questioning, pansexual, intersex, asexual/allies) representation. After a bit of research, it seemed clear to me that TESOL organizations from many places around the world had far more significant representation of the greater queer community than what could be found in KOTESOL. So I started asking around to see if I was alone in feeling that LGBTQPIA+ topics should be addressed more openly within KOTESOL events. It turns out I was not. Many teachers, as well as the students we teach, want to discuss such topics in open, safe, and constructive ways. I was told to speak with Jocelyn Wright, the founder of the Social Justice Special Interest Group (SIG) to discuss in more detail the possibility of developing more LGBTQPIA+ integration within KOTESOL. Very soon after that conversation, the idea was put forth to encourage people from the Social Justice SIG to submit proposals for, and lead presentations on, LGBTQPIA+ topics at the Gwangju Chapter Conference, to be held in the spring of this year, within a Social Justice strand of sessions. The sessions were well received, and a decision was made to update the mission statement for the Social Justice SIG so that it would be more expressly inclusive, not just to those in the queer community, but also to many other groups that are sometimes susceptible to being marginalized.

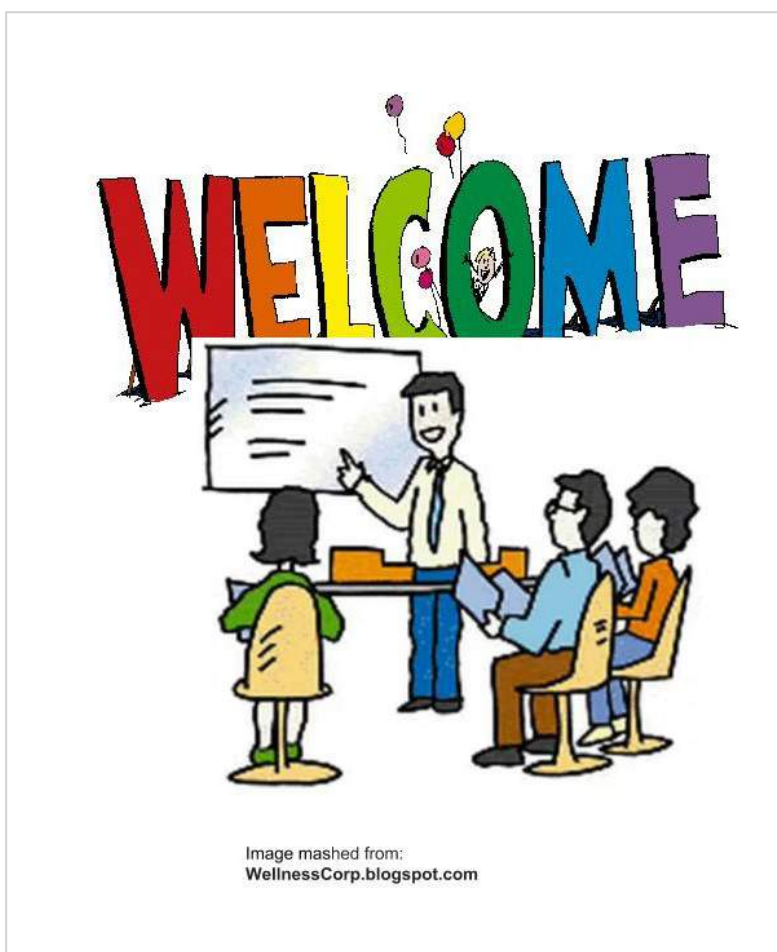This is the updated mission statement as it currently stands:

Image mashed from:
WellnessCorp.blogspot.com

"Welcome to the KOTESOL Social Justice (SJ) Special Interest Group (SIG)! Unofficially launched in September of 2015, the group soon became affiliated with KOTESOL. From its start, this group has endeavored to connect active educators who are interested in social justice, language teaching and learning, and critical approaches to education in South Korea.

"Through its Facebook group and member-driven initiatives, this SIG aims to provide a forum for discussion and exchange of a wide range of social justice issues connected to language and education. Some key issues we seek to address pertain to inequality and injustice, and the ways these affect diverse individuals in society due to differences in the following: age, ancestry/background, physical appearance, level of education, sexuality and/or gender identity or expression (LGBTQPIA+), mental/physical health and/or ability/disability, national origin and/or native language(s), political/religious/spiritual beliefs, race/ethnicity, socio-economic and/or marital/relationship status. The scope of issues ranges from individual/local concerns to more collective/global ones, as they relate to a vision for a more harmonious/sustainable future for all.

"In the spirit of heart and hope, members of this KOTESOL SIG will attempt to promote positive and pacific transformative social outcomes through teaching and learning.

"If you are willing to adopt a critical stance, believe you can make a difference, are seeking new ideas for effectively handling classroom situations (e.g., bullying, discrimination, etc.), would like to engage in constructive dialogue with others, and/or have collaborative project ideas, or have additional questions, please send a brief direct message or email (sjsig@koreatesol.org) the group facilitators with a short statement relating your interest(s) and motivation(s) for joining us."

After being the main coordinator of the Social Justice SIG during the initial years (2015–2018), Jocelyn has since shifted to the role of leadership support. Meanwhile, Maria Lisak has stepped into the role of coordinator for the SIG. Furthermore, I have taken on the newly created role of LGBTQPIA+ liaison. At the KOTESOL IC this year, October 13–14, under the umbrella of the Social Justice SIG, there will be a variety of sessions, including an LGBTQPIA+ panel session and a special LGBTQPIA+-themed session from invited speaker Scott Thornbury. The Social Justice SIG has been growing and becoming more diverse. It now has well over 100 members in its Facebook group. Look for many more sessions on topics highlighted in the mission statement at future KOTESOL events. In fact, consider leading some future social justice-related sessions and/or sessions about topics related to English language teaching about which you have special knowledge and interest.

I hope that by sharing some of my personal experiences with "leaning in" to become involved in helping to change things within KOTESOL, you will see that KOTESOL is what one makes of it. If you are reading this article, you are likely already a member. What would you like to see changed or added to KOTESOL? "Be the change you wish to see in the world," is a famous quote from Gandhi; how can *you* be the change you wish to see in *KOTESOL*? As anthropologist Margaret Mead said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

The Author

Mitzi Kaufman is a visiting professor in the language center at the Korea Advanced Institute of Science and Technology (KAIST) in Daejeon (where she is also involved with the newly formed Social Inclusion Committee). Her teaching career spans nearly 20 years. Email: mitzi.kaist@gmail.com

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The Research Special Interest Group: Helping Those in Need

By Daniel Bailey, Stewart Gray, and David Berry

The Research SIG

For anyone looking for support and ideas regarding research, as well as hoping to make professional connections and find co-authors for research projects, we invite you to join our Research Special Interest Group (R-SIG) on Facebook (KOTESOL Research SIG). We are an enthusiastic group of mostly amateur researchers with around 80 members. Thankfully, we have a handful of experienced researchers. In our Facebook group, we discuss multiple aspects of research and offer group members feedback on request. Our goal is to help one another avoid common pitfalls in research that consume time, energy, and money. Please feel free to join and contribute to our open-minded friendly discussions.

Further reasoning for the R-SIG pertains to a growing demand for publishing responsibilities. The call for instructors to do research in South Korea is echoing ever louder as more and more universities require academic achievement in the form of publications from their faculty members in order to obtain government funding. In other words, employers are increasingly requiring publications because such accomplishments

Friday night at 10:30 and I'll tell you," as Randy Pausch would say. After spending six years happily teaching in private academies, I completed an online master's degree and eventually got a job at a university working as a conversation instructor. I probably took my job too seriously and sacrificed nights and weekends putting together blended learning activities and programs. After a couple of years, I thought it would be a wise decision to begin publishing results from my flipped learning activities. I figured the next logical step was to get a doctorate in education or a PhD in educational technology.

Prior to beginning my PhD, I wanted to learn about the publishing process. Horror stories of people taking years to finish their doctoral programs because they failed to adequately write up their dissertation are far too common but, in my opinion, easily avoidable with proper planning and feasible research goals. Don't try to cure cancer with your dissertation. Write your chapters and graduate. A major point of the R-SIG group is to help guide graduate students through their write-ups. Don't be afraid to ask for help. To understand the publishing process prior to beginning

> "Another thing Korea has in abundance is researchable questions. Students and teachers here face a plethora of challenges. Issues of politics, economics, and culture play out daily in Korean English classes."

directly influence university standings. For instructors without prior research experience, conducting academic investigations can be intimidating without adequate guidance.

We now wish to present the perceptions, perspectives, and practices of three teacher-researchers who are all members of KOTESOL's R-SIG. Hopefully, these stories will offer insights to support and inspire other potential researchers looking to get started in academic research for graduate purposes, professional growth, or a combination of both.

Trials and Tribulations

What path leads to a university job that supports academic research? "Call me in my office on any given

my PhD, I latched on to an experienced researcher who had an idea for a study and needed co-authors who could provide participants. I collected data and did what I could to learn from the head researcher, and this gave me the understanding and confidence to carry out research on my own.

Let me just emphasize one last thing. We need administrative support for research. I liked my first university job, but it did not make sense that I was on my way to becoming a visiting professor for three years in a row. They had magicians working in their accounting department who found ways to pay their instructors less every year. I quickly came to the conclusion that promotions, pay raises, and added responsibility could best occur by relocating to

universities with better contracts. I may get in trouble for saying this, but holding your breath for vertical growth within the same university seems to be a fool's errand. I feel blessed to be working where I am now. I am happy to work forty to fifty hours a week because I am a geek who loves writing, lesson planning, and teaching. That being said, I would be naïve to think job security is anything but an illusion. For me, job security comes from continuous professional development and relationship building. Here lies a direct benefit of the R-SIG, as well as KOTESOL in general. If you are interested in developing or contributing to local research endeavors, please check out the R-SIG Facebook group. We are here to help with your research.

In conclusion, I hope my pessimism towards academic research among foreign university instructors can be

▲ *David Berry and his class.*

proven wrong through what I believe is a new breed of English professors. Having an MA plus two years of experience became a requirement six years ago, and I believe, as university student numbers decline, requiring a PhD with reputable publishing records will become the new norm for finding university employment. [**By Daniel Bailey**]

Korea's a Rather Good Place to Become a Researcher

If you'd told me when I was 20 that, by 2018, among my favorite pastimes would be educational research, I'd have scoffed – scoffed!

It wasn't until I stumbled into a master's program at Dankook University in 2013 that I fell in love with research. I still remember the emotions of that time:

glowing adoration for the professors, burning curiosity quenched by literature, intrigue turning to excitement on discovering new concepts. I knew at once that this was a world I wanted to be a part of. Fortunately, I was, and am, a foreign English teacher in Korea. I can hardly imagine a better position from which to get into research.

I remember: I was rather nervous the first time I stepped into an academic conference back in 2015. I needn't have been, for I immediately found there a welcoming and active community of teachers and researchers. It was scary putting myself out there at first, but I've since attended and presented at many events hosted by domestic professional and academic societies (KOTESOL, KATE, ALAK, and KAMALL, for instance). At those events, I've found a supportive network of experienced and insightful people. I've been inspired by their ideas, enlightened by their feedback, and blessed by invitations to collaborate with them. If I'm a better researcher and writer than I was back at Dankook, then that is thanks, in no small part, to the marvelous TESOL community in Korea.

As well as active professionals, another thing Korea has in abundance is researchable questions. Students and teachers here face a plethora of challenges. Issues of politics, economics, and culture play out daily in Korean English classes, and in being a teacher here, I am part of it all. So, whenever I do research, whether theoretical or practical, everything I read, everything I see, everything I write, it all connects back to where I am, what I'm doing, and my role in things. My experience has informed my research, which has informed my understanding, which has informed my practice. In terms of TESOL research, Korea is the front line – a superb place to develop as a researching teacher. I'm awfully lucky. [**By Stewart Gray**]

Korea: A Hotbed of Research Potential
After teaching in Korea for a while, I slowly realized

that the approach to planning a successful lesson is more than finding those "sweet" classroom activities that keep the students happy. It was much more than merely finding what "worked" in the classroom and what did not. The answer to this was uncovering the inner workings of the classroom. I stumbled around and finally found the way to uncover this: action research.

My first action research project was simple but bold: Did university students learn pronunciation better by using jazz chants or by traditional pronunciation lessons? As part of my research, I had classes full of students chanting "This is mine; that is yours," or "How's Jack? He's sick." Some classes were the control group (without jazz chants), while other classes were the experimental group (using jazz chants). This was done for a few weeks' worth of classes leading up to the midterm exam. The midterm exam was a speaking test, so I recorded all the students and listened to their performance later on. I compared this performance with the pre-test that was conducted at the beginning of the semester to eliminate the variable of students' pre-existing pronunciation skill. After this, I compared the control group with the experimental group to see if using jazz chants had made any difference in the students' pronunciation performance. The results of this action research showed that using jazz chants did improve students' pronunciation.

This initial foray into "research" was not without setbacks after chatting with folks who I met at the R-SIG. Together with reading *Reading Methods for English Language Teachers* by McDonough, I soon realized I had to be more rigorous and my research design well thought out. Since then, I have conducted other interesting classroom research – with a little help from my friends at the R-SIG. I recommend using the Research SIG as a tool on any teacher's professional journey. [**By David Berry**]

The Authors

Daniel Bailey is presently teaching in the English Department at Konkuk University's Glocal Campus. He is currently completing his doctoral dissertation, which investigates learner motivation in social media for language learning and its association with achievement measures. Furthermore, his research interests are CALL, L2 writing anxiety, and SNS for language learning. Email: dbailey0566@gmail.com

Stewart Gray is an English teacher at Hankuk University of Foreign Studies. He completed his MA TESOL at Dankook University and is a PhD student at the University of Leeds. He is also a coordinator for the KOTESOL Reflective Practice SIG. His research interests include language and identity, reflective practice, critical thinking, and critical pedagogies. Email: ec_391@hotmail.com

David Berry earned an MA in TESOL – first in Korea, then later in the Gulf countries. Through his travels, he has met many interesting people, both students and colleagues. He has been part of several professional associations for language teachers: KOTESOL, QTESOL in Qatar, TESOLArabia in Dubai, and KSAALT in Saudi Arabia. Email: baedaebok@hotmail.com

Being Brainy in EFL: Positive Psychology

By Marc Helgesen

The topics in this series include the neuroscience of learning, movement, language processing, sleep, and similar concepts. This TEC entry is based on a piece that Marc Helgesen wrote in Innovative Practices in Language Teacher Education: Spanning the Spectrum from Intra- to Inter-personal Teacher Development.

Peterson (2006, p. vii) famously defined positive psychology as "theory and research ... [into] what makes life most worth living." While traditional psychology focuses on mental illness and difficulties such as depression and schizophrenia, positive psychology emerged as a movement within the discipline of psychology about two decades ago. Designed as a supplement to, not a replacement for, traditional psychology, positive psychology focuses on mental health: What is going on, cognitively and behaviorally, with happy, mentally healthy people?

Seligman, one of the pioneers of positive psychology, makes it clear that it is not "the Power of Positive Thinking," which he terms an "armchair exercise" (2011, p. 186) based on philosophy, rather than scientific observation and empirical, replicable research. It is also not what he sarcastically refers to as "happy-ology" (Seligman 2004), focusing only on pleasure and ignoring negative experiences. Positive emotion, he points out, habituates. He explains with the example of eating French vanilla ice cream. The first bite gives great pleasure. By the sixth bite, we are used to it and the pleasure is diminished.

Types of Happiness
Seligman finds it useful to differentiate types of happiness. At the lowest level is the pleasant or pleasurable life. That is the concern of hedonics – the study of our feelings from moment to moment" (2003). In addition to the problem of habituation, there is the hedonic treadmill. Happiness is a moving target. Suppose you really, really want that beautiful Gucci bag. So you buy it. Initially, it gives you pleasure. But now you already have it. Soon, it isn't so special and not quite so much desired anymore. But, oh, that beautiful Prada bag you don't have sure looks attractive, doesn't it? The same is true with new cars and houses, and job promotions.

Another challenge is the set point. About half of any individual's happiness is genetically fixed. Of course, it goes up and down based on life experiences, but it returns to about the same point (Lyubomirsky, 2007). One's circumstances, usually difficult to change in a meaningful way, account for only about ten percent of one's positive emotion.

But if the set point and circumstances determine about sixty percent of one's happiness, it is the other forty percent where a person's decisions and actions can make a difference. Those lead to Seligman's other types of happiness.

The good life is about engagement and flow. "Flow" is used here in the sense proposed by Csíkszentmihályi, (1997), the psychological state that is a balance of challenge and skill. Athletes call it "being in the zone." As a teacher, you've almost certainly experienced flow in the classroom when you've had a class where everyone is working and communicating and you glance at your watch. "Wow. What happened? Class time is over." It is like the time evaporated. During flow, our sense of time is distorted. We are very focused and appropriately challenged. If something is too difficult, it is easy to give up. If it is too easy, we get bored. During flow, we are usually unaware of our happiness. We are focused on the task, not the emotion. Only later do we notice our sense of satisfaction.

The final type of happiness is The Meaningful Life. This Seligman defines as "belonging to and serving something that you believe is bigger than the self, and humanity creates all the positive institutions to allow this: religion, political party, being green, the Boy Scouts, or the family" (2011, p. 12). Very often, the activities, cognitive and behavioral, related to The Meaningful Life, match those of a calling.

Seligman has revised his earlier model to make it both more inclusive and complete. The ideas about happiness still hold true, but rather than looking just at happiness, the new model is about more complete well-being that seeks to help people flourish.

The new model is called PERMA, which stands for Positive Emotion, Engagement, Relationships, Meaning (and Meaningfulness), and Accomplishment.

Positive Emotion. This includes the above aspects of what we usually think of as "happiness." It is perhaps the easiest aspect of PERMA to work on in the classroom as it is fairly easy to develop a set of tasks that connect positive emotions to traditional language-class targets such as grammar, language function, vocabulary, and fluency work.

Engagement (including Csíkszentmihályi's Flow). This means learner buy-in – getting them to feel connected to the class and the tasks.

Relationships. This includes both teacher–student and student–student relationships, with student referring both to "teachers in training" and the end-user language students.
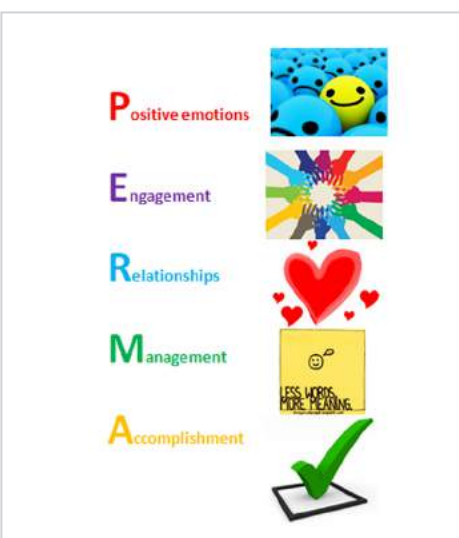
Meaning (and meaningfulness). Of course, this is not related to the traditional ESL/ EFL form vs. meaning distinction. Rather, it is what Seligman refers to as "belonging to and serving something that you believe is bigger than the self." (2011, p. 8)

Accomplishment (or achievement). This is also referred to as agency (Murphey, 2012). It means setting and achieving goals. Seligman (2011) notes that this is not about winning for its own sake. It is not about accumulating, for example, money merely for one's own sake. Rather, it is about the philanthropy that people like Rockefeller and Carnegie demonstrated, and about current charitable donors like Bill Gates and Warren Buffett, who use their wealth to accomplish wonderful things. Few of us, of course, will ever be in a position like that, but we can all accomplish things that make us better people.

Addition Comments for TEC Readers (by Dr. Curtis Kelly, column author)
I can easily imagine teachers reading this series – and this column in particular – getting excited about brain science and positive psychology, and going back to school next week and saying to co-workers, "I read something about the brain and about happiness. We can do these things." That would be wonderful, and I hope you do. But I can just as easily imagine colleagues rolling their eyes and saying, "We're already responsible for listening, speaking, reading, writing – grammar and testing and grades – and now you want us to be responsible for their happiness, too?"

Well, I see it as more of an opportunity than a responsibility. But there are lots of reasons to include positive psychology. Research indicates that happy students really do learn more. (Oishi, et al., 2007). Achor (2010) points out that when we are happy, we're ratcheting up the neurons in the brain, which release

dopamine and endorphins. Those are good reasons, but let me offer one that is simpler. Every teacher, in every classroom in the world, deals with psychology. Educational psychology. We can deal with it by default or with awareness. Knowing about positive psychology helps us approach our learners with an awareness. We are doing more than teaching English. We're teaching people.

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Book Review: *The Best Class You Never Taught*

Review by Chris Miller

The Best Class You Never Taught: How Spider Web Discussion Can Turn Students into Learning Leaders.
Alexis Wiggins, 2017.
Pages: xii + 165. ASCD, Alexandria, Virginia, USA.

In *The Best Class You Never Taught*, Alexis Wiggins draws on her extensive international experience to offer a method of instruction that is student led. This book details the virtues of, and methods for, implementing what the author terms "spider web discussions" (SWD).
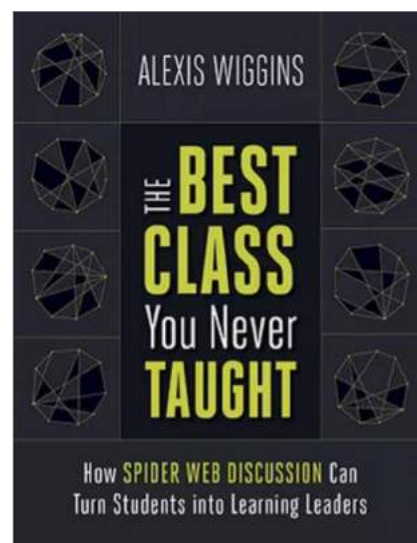
SWD has a detailed background and methodology.

The roots of the process date back to the 1930s with the Harkness method of instruction, initially designed for American prep schools. Wiggins claims that she sees SWD as Harkness 2.0 (p. 8) and an update to Socratic seminars.

The "spider" in SWD is actually an acronym detailing some of the salient features of the method: synergistic, practiced, independent, developed, exploration, and rubric (p. 9). At its most basic level, SWDs are about students having a discussion about a given text or problem, for instance, a social issue or mathematical puzzle. As any experienced teacher knows, classroom discussion, whether led by students or otherwise, can easily be derailed. SWDs offer interested educators tools and strategies to keep students on task. Detailing all of the features of SWDs would be impossible in this brief review; however, the core components include (a) a group grade, (b) a focused rubric, and (c) detailed feedback on the dynamics of the group interaction.

Before explaining how to put the aforementioned components into practice, a few words about why are in order. Quoting John Dewey, Wiggins claims that "the quality of mental process, not the production of correct answers, is the measure of educative growth" (p. 32). Furthermore, as discussed by KOTESOL's 2016 International Conference plenary speaker, Tracy Tokuhama-Espinosa, Wiggins advocates for a greater focus on 21st century skills in education. Citing a Google study dubbed "Project Oxygen" from 2009, Wiggins notes that the researchers derived a list of "big eight" items of valuable leadership skills, based on participant survey responses. Wiggins uses this list to inform her SWD framework, especially for rubric items. Ultimately Wiggins believes that SWDs allow teachers to play more of a facilitative role, and in the author's words, be more of a coach and less of a judge (p. 49).

Wiggins offers a variety of techniques to put SWDs into practice. First, a clear rubric is required. Wiggins offers several samples from a variety of subjects and grade ranges (pp. 18–20). Common to the rubrics are listening, respect, focus, and balance concerning contributions among members. While students are participating in a discussion, Wiggins advises educators to sit in the room and actively chart student speaking patterns by (a) literally noting each contribution made and "building a spider web" (see Figure 1) and (b) coding salient features in the discussion. Related to coding, while the author recognizes that this approach is flexible and subjective, she provides readers with 45 suggestions – and accompanying abbreviations – for items suitable for coding (p. 48). To mention but two examples: "insightful question" and "off task." Following the actual discussion, Wiggins recommends feedback, which should be informed by the data collected by the teacher during the discussion, For instance, did a few students monopolize the discussion? How many interruptions occurred? Afterwards, students should again collaborate to decide on the grade that the group, as opposed to the individual, should receive for their SWD efforts. Wiggins argues this that promotes more critical thinking and reflection, as students have to analyze the rubric to determine their grade as well as promoting greater responsibility among team members as they are assessed as a member of an interdependent unit.

Clearly many things may go wrong with student-driven forms of learning. Wiggins recognizes this and spends ample space on troubleshooting a wide variety

of issues, for instance, cultivating more participation among shy students, implementing this approach in subjects that appear less "discussion friendly" like mathematics, awkward first attempts with this instructional method, large classes, and achieving buy-in from students, teachers, administrators, and parents. For the latter, Wiggins recommends collecting what amounts to student testimonials on the process of using and developing SWDs, as she states: "self-reflections in the students' own words carry a lot of weight for parents" (p. 155).

who feel they have benefitted from this method. While these testimonials are appealing, there is very little hard evidence of the usefulness of this method, such as studies conducted by professional researchers. The closest is the claim from an action research project conducted by one of the teachers included in a vignette touting the benefits of SWDs. According to this teacher "student engagement increased by 24%...critical thinking/questioning…increased by 50%" (p. 128). Unfortunately these results are not formally cited.

> ## "Wiggins believes that [spider web discussions] allow teachers to play more of a facilitative role, and in the author's words, be more of a coach and less of a judge"

While this method has a lot of intuitive appeal, Wiggin's text and SWD framework does invite a few critiques, both if implemented in the Korean ELT context and in a more global sense. This method requires substantial (respectful) disagreements and assumes criticisms will be shared among and directed at discussion participants. Would the priority Koreans often place on maintaining the face of their interlocutor hinder the efficacy of this method? Would the hyper-competitive nature of the current Korean EFL context have a similar impact? I, for one, doubt these factors indicate that SWD has no place in the EFL classroom in Korea, but they are likely to influence the quality of classroom discourse.

More generally, Wiggins could make a stronger case if she were to provide more diverse and robust forms of evidence about the efficacy of her method. She gives rich visual illustrations of shifts in student discourse patterns over the course of a school year when SWDs are frequently utilized. Likewise, there are ample quotes from both students and teachers

Brief reflection on SWDs makes clear the many potential benefits of the method. These include greater learner autonomy, higher-order thinking, collaboration, and leadership training to name but a few. The SWD framework is highly adaptable to a variety of levels. Applying this approach just might help to weave a wonderful web of discussion among your students.

The Author

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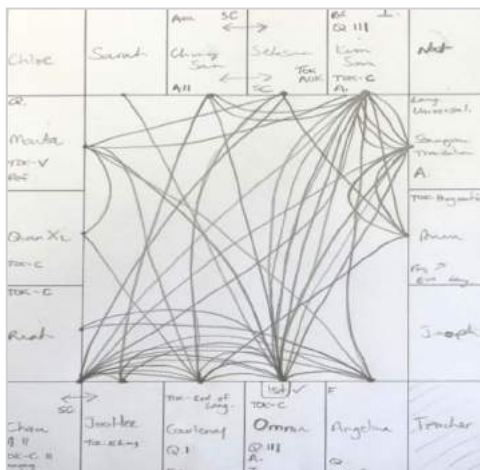
▲ **Figure 1. Mapping of an SWD.**

Teacher Evaluation Through Reflective Practice

By Thomas S.C. Farrell

Introduction

Recently, I designed a framework for reflecting on practice that operationalizes reflective practice for TESOL teachers (Farrell, 2015). This holistic framework has five stages – *philosophy, principles, theory, practice,* and *beyond practice* – where TESOL teachers collect information about themselves and their practices at each of these stages. I believe that the information collected by such detailed reflections on each of the five stages together can be used for teacher evaluation because reflection and assessment are deeply connected: the ability to reflect effectively requires that teachers self-access their philosophy, principles, theory, practice, and beyond practice, and of course, this is circular as the ability to self-access also depends on the ability to reflect effectively. In this paper, I discuss how teachers can use the contents of their reflections for the purposes of teacher evaluation.

Teacher Evaluation

It is a fact of life that for most TESOL teachers, they will be evaluated in some capacity over their careers. Although each teacher evaluation may vary, the evaluation process invariably involves observations of some kind of the teacher in action in the classroom by someone who "visits" or drops-in on the class on one or more days to appraise "features" of the teacher's teaching behaviors. These "features" (usually in terms of behaviors) are often pre-determined by others (inside or outside the school) and presented as checkmarks on what is commonly called a teacher evaluation form. Such approaches to teacher evaluations have many shortcomings that include the following: no agreement

> "A teaching portfolio is not a one-time snapshot of where the teacher is at present; rather, it is an evolving collection of carefully selected professional experiences, thoughts, and goals."

on what "good" teaching is, rating of teaching behaviors is ambiguous, and the process is top–down. I will outline some of the shortcomings of such usual teacher evaluations and outline how reflection can be a more collaborative and beneficial method to both the teacher who is being evaluated and the supervisor doing the evaluation (and the school) because both discuss a teacher's development over time.

One immediate problem with evaluating teachers on "good teaching" is that there is still no agreement on what "good" means in all situations. Many times then,

"good" is based on preconceived opinions that may (or may not) be based on the most up-to-date developments in research associated with the latest methods and approaches. For example, I have had the opportunity to observe teachers in schools worldwide that still favor behaviorism and teacher-centered/controlled lessons; however, these same teachers are being trained in up-to-date developments that include more learner-centered approaches that are not considered "good" by their supervisors.

This leads to another flaw with the usual approach to teacher evaluation: the rating scales that are used to rate specific activities teachers engage in. Many of these rating scales consist of some type of single (dichotomous) measure such as "satisfactory" or "needs improvement" or a rating scale that is numbered from "1" to "4" with one of these numbers more desirable than the other. Other popular scales have supervisors/observers rate teaching items as "low," "medium," or "high," or they are asked if they "strongly agree," "agree," "uncertain," "disagree," "strongly disagree," and so on. The problem here is that such rating lacks any precision (what is the difference between "strongly agree" and "agree" anyway?). This rating system leads to a lack of trust on the teachers' part because they tend not to trust administrators/supervisors' ability to rate them, or worse, because of perceptions of favoritism for teachers who are more "cooperative" in the school than others, regardless of their ability to teach. Indeed, some teachers have suggested that they believe that real purpose of such evaluations is to find fault – what you are doing wrong in a "gotcha" moment – rather than fair evaluations.

Such approaches are conducted by a supervisor in a top–down, hierarchical process with the only evidence of teaching performance collected by the supervisor in the form of "feedback." Indeed, for the most part, the supervisor is the only one who takes notes, writes them up, and provides feedback on performance that produces one-way communication as the teacher is rarely asked to provide feedback about the process. The resulting one-way conversation about the evaluation is not really illuminating for the teacher, and I also suspect, for the supervisor: the teacher does not find the process professionally rewarding, and the supervisor does not really learn anything about the teacher.

So there is something of a standoff between the teacher who is being evaluated and the supervisor who is evaluating, resulting in a culture of passivity and protection where many times teachers perform "canned" lessons (i.e., pre-prepared for evaluations and students coached) that try to reproduce many of the items on the checklist rather than teach the students at hand. In

fact, many teachers have confided in me that they have used the *same* lesson for years with different supervisors when they know the day and time of the evaluation. Thus, we can say with certainty that many current teacher evaluation systems have deficiencies. Thus, the teacher who is teaching is separated from the act of teaching because the teacher is being evaluated in terms of what he or she does rather than on whom he or she is.

In order to rectify this standoff, we must consider two sides/views of the evaluation process: the teacher's side and the supervisor's side. Many teachers maintain that evaluations are biased because they are conducted through a supervisor's subjective lens that rarely produces lasting professional effects for them as they continue their teaching. On the other side, many supervisors maintain that they are required to evaluate their teachers and that they feel this is somewhat of a burden for them because they realize that "drop-in" classroom observations that require them to fill out a predetermined checklist may not reveal the overall true ability of the teacher being evaluated. Thus, teacher evaluation is considered onerous by both teachers who do not find them helpful to improve any aspects of their practice and for supervisors who find the process not very helpful when trying to gauge a teacher's overall performance.

Teacher evaluations can be more collaborative, however, if both sides share the burden of evaluation, and this can be encouraged if teachers are given more responsibility in the evaluation process. In other words, we can shift the burden of evaluation from being solely on the shoulders of administrators and supervisors to more of a sharing process where each teacher is required to compile a teaching portfolio that includes their philosophy, principles, theory, practice, and beyond practice reflections.

Teacher Portfolios

Teacher portfolios for reflective and teacher evaluation purposes can act as a "mirror" and a "map." The portfolio as a "mirror" allows teachers to "see" their development in terms of their philosophy, principles, theory, practice, and beyond practice over time. The portfolio as a "map" symbolizes creating a plan and setting goals for where teachers want to go in the future. Both of these metaphors are an excellent means for providing structure for teachers who want to engage in self-reflection and self-assessment. A teaching portfolio is not a one-time snapshot of where the teacher is at present; rather, it is an evolving collection of carefully selected professional experiences, thoughts, and goals.

This teaching portfolio (either paper-based or electronic) can thus be used for evaluation purposes because it will reflect the teacher's philosophy, principles, theory, practice examples, and critical reflection. In such a manner, teaching portfolios can provide teachers with opportunities for self-reflection and collaboration with colleagues, in addition to opportunities to collaborate with the school for the purpose of teacher evaluation as well as planning individual professional development

paths. If teachers are evaluated with the use of a teaching portfolio that showcases the contents of their teaching philosophy, principles, theory, practice, and beyond-practice critical reflection where teachers and supervisors engage in collaborative discussions, then the school and institution will benefit. Such a process encourages a culture of self-reflection and self-evaluation in the school while at the same time it eases some of the burden supervisors feel when evaluating teachers. Supervisors (and the school/institution) in collaboration with the teachers can then establish criteria that will be used to assess the contents of the portfolio. Both must decide if each stage of the assembled items will be assessed or if the portfolio will be assessed as a whole.

I believe that each institution together with its teachers must negotiate such details rather than have some outsider decide. That said, if the portfolio is to be assessed as a whole, then each teacher should express the meaning of the contents for them. In other words, each teacher can conclude their teaching portfolio with a reflective essay or commentary in which he or she reviews the meaning of the portfolio for himself or herself and perhaps how each stage links and is interconnected with other stages. In this manner, we can see that the portfolio is not simply a set of unrelated documents; rather, it is supported by each teacher's explanation of the goals, contents, and meaning of the portfolio as a whole and of the different items within it.

Conclusion

Teaching portfolios can provide teachers with opportunities for self-reflection and collaboration with colleagues. Teaching portfolios can provide teachers with opportunities to plan their own professional development journey. When teachers create their own teaching portfolios and compile information gathered at each stage of the framework, they can explain to supervisors how and why they teach the way they do. Teacher portfolios can also be used for evaluation in an institution and such an approach to teacher evaluation encourages collaboration between supervisors and teachers.

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Roll the Dice: Developing Tabletop Role-Playing Games for TESOL

By Paul Johnson

I'd like to address these two common problems with role-playing activities (RPA): (a) the RPA is grammatically awkward, and (b) the end result of the RPA is known and inevitable, which may result in students losing interest.

Sometimes an RPA is grammatically awkward. The focus of an RPA on one particular grammatical structure while neglecting others makes for forced conversation, and it develops negative, linear patterns in our students' thinking. The grammatical structures of real conversations bounce around, and our students need to be able to go with the flow of the conversations they have.

In other such activities, the end result of the RPA is known and inevitable. When the RPA is laid out from start to finish, the student knows what's going to happen. This can mean that they're not being asked to think on their feet. This is simply not how real conversations play out. This undermines the goal of RPAs, namely, to prepare the students for real-life conversations.

In traditional tabletop role-playing games, the success of the player's actions often relies on what's referred to as Difficulty Class (DC). The player announces their character's intentions, the Game Master (GM: the person orchestrating the game) decides on an appropriate difficulty class, then the player rolls the dice to see if they roll high enough. If they do, they player succeeds on their attempted action. If they don't roll high enough, they fail. Here's part of an example difficulty class table from the massively popular tabletop role-playing game, *Dungeons and Dragons*, where the player rolls a 20-sided die:

Task Difficulty (DC)
5 = Very Easy
10 = Easy
15 = Medium
20 = Hard
(*D&D Player's Handbook*, 5th ed., p. 175)

An example of using a DC table might go something like this:

Player (P): "My character attempts to climb up the side of the castle and sneak in through a window."

GM: "Okay, please roll the die to determine success or failure."

P: "Oh. . . I rolled a 10."

GM: "The wall has some handholds but is quite slick. You make it half way up before sliding back down. You take four points of damage. Please describe what happened."

P: "I began my climb, proceeding sneakily up the building. About half way up, I lost my footing and slid down to the bottom, mildly spraining my ankle."

GM: "Thank you. Who has another idea about how to enter the castle?"

I suggest these simplified versions of DC tables for use in class, where a six-sided die is rolled:

4–6 Succeed
1–3 Fail
5–6 Succeed
3–4 Obstacle
1–2 Fail

Obstacle: The student must overcome a new obstacle to determine success or failure.

Success: The student (player) succeeds.

Fail: The student fails to complete their challenge from the mission or the obstacle.

A scenario using the second of the above tables might go something like this:

– Student A is a new client. They work at a global shoe brand and want to sell more shoes to customers aged 18–30. They want to hear five new ideas.
– Student B works in advertising. Each time B pitches an idea, B rolls a die, and if it's 5–6, A is convinced; if it's 3–4, A is interested, but needs further convincing; and if it's 1–2, A is angry that such a stupid idea would even be presented. Regardless of the outcome, both A and B must be ready to react to the unforeseen circumstances.

Using a DC table in this way solves the two difficulties mentioned above: (a) the RPA is grammatically awkward and (b) the end result of the RPA is known and inevitable. Because the conversation is fluid and unpredictable, the conversation won't awkwardly focus on only one grammar point and the uncertainty of the outcome will help maintain student interest. Using this method will make the students think on their feet and developing this skill will lead to success in real-life conversations.

The Author

Paul Johnson was born and raised in Southern California. He has an MA in philosophy with a focus on ethics. He loves running, reading, and making music. He wants to use games to help make the world a better place. Paul teaches at Changshin University. Email: ajwoodsum@gmail.com

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