

The English Connection

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Autumn 2019, Volume 23, Issue 3

Special Feature
Preview to the International Conference, October 12–13

Interviews with
Rod Ellis
Andrew D. Cohen
Boyoung Lee
and Thomas S.C. Farrell

Articles by
Curtis Kelly reducing cognitive load during presentations
Bodo Winter discusses gesturing in linguistic research
Kara Mac Donald bringing skillsets into the classroom
Stephen Ryan shows the benefits of being an older learner
and Peter Roger blends disciplines in ELT

And...

A corpus linguistic look at 27 years of International Conference themes,
from Jocelyn Wright



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

Editorial: You Know Who You Are

By Dr. Andrew White Editor-in-Chief, *The English Connection*

Hello, and welcome to the Autumn 2019 issue of *The English Connection*. This edition can be considered a special feature of sorts, as it previews KOTESOL's International Conference, happening on October 12–13 at Sookmyung Women's University in Seoul. As such, you will find in this issue interviews with the two esteemed plenary speakers, Rod Ellis and Andrew D. Cohen, as well as articles and interviews by seven invited speakers. All will shed light on the topics you can expect them to present at the conference.



Speaking of attending conferences, it is important to be aware of your surroundings (as in all encounters in the wild) in order to maximize your learning intake. Thus, I have provided a brief field guide to fellow conference attendees you are likely to come across.

The Shopper: Wants the most bang for their 20-minute buck. Judges the presentation based on the first 30 seconds, then gets up and leaves. For fellow attendees, they demonstrate a brave (though rude) decisiveness others wish they had. For speakers, they're a mixed bag; you lose some and get some, both as you're still introducing yourself.

The Enthusiast: Not to be confused with The Shopper, the dog-eared conference program is a dead giveaway. They had their full day of presentations to attend (including room numbers and questions!) planned weeks ago, based on the complex interrelation to their own current research, on-hold research, and might-get-around-to-it-someday research. Conflicted over two concurrent presentations in the 1:40–2:00 p.m. time slot in the afternoon, is fretting about becoming a Shopper.

The Time Hog: Uses the allotted five-minute Q&A time to explain their entire life's experiences as it marginally relates to the presentation's topic. May or may not have a question to ask. Other more vital questions are left unanswered; other attendees go home directionless and in tears.

The Can't-Let-It-Goer: Shares characteristics with The Time Hog; is first to ambush the speaker after their talk, as they are closing down their PPT, gathering their things, and possibly trying to leave/escape. Unaware of the few loitering attendees looking for a brief couple of private words with the speaker and the exchange of business cards. The next time slot's speaker usually has to step in and break it up.

The Après Attendee: Considers this conference to be the social event of the year. Can't be bothered to actually attend a presentation, spends the majority of the two-day conference in the lobby, complaining to miscellaneous small groups about how busy they are. Crutches optional, trendy brand, plastic coffee cup is mandatory to get them through eight hours of vital "networking." Prone to mood swings in 20-minute intervals.

The Know-It-All: Knows more about the presentation's topic than the speaker does and is not afraid to show it. Finishes the speaker's PPT slides and thoughts for him/her. Interrupts and provides obscure references that, while engaging, are above the cognitive processing levels of everyone else in the room. By the end of the talk, he/she is both admired and loathed.

The Seat Warmer: Maybe an attendee deep in thought, maybe a custodian on a break (it's hard to tell with the lack of personal belongings). This person along the outside aisle is just thankful for the air conditioning and wishes you'd all keep the noise down a little bit.

The Next Speaker: Nervous, frantic, and well-dressed, they're seated in front with a desk covered in USBs, adapters, hand-outs, and a computer tote bag. Often with a handful of highlighter pens, they're oblivious to the current presentation, staring off into space and mouthing key PPT slide phrases to commit them to memory.

The Ne'er-Do-Well: Dressed possibly in normal teaching attire, but more likely in shorts and sandals. Picks a session room number, and stays there all day. Is not judgemental or critical of presentations' various topics; most likely just happy to get off work for the day. They carry the conference swag bag around like unwanted luggage. Takes concepts like "integrated methodology" to the next level. Sun Tzu's quote "If you wait by the river bank long enough, the body of your enemy will float by" has some allegorical meaning to The Ne'er-Do-Well, but I'm not quite sure what it is.

The Monitor: Nemesis to all speakers. Magically able to bend time, these university students standing in the back of the session room take joy in depriving the speaker of a full 20-minute time slot. They cheerfully wave a set of magic cards with "5 Minutes," "1 Minute," "Stop," and "END! Sit Down!!", which they begin to utilize right after the speaker's done with their intro PPT slide. The workhorses of any conference, these seemingly sweet volunteers are actually the devil's minions. Invisible to conference goers.

Remember, if you can't spot one of the above specimens, it is most likely you.

President's Message

By Dr. David E. Shaffer President, Korea TESOL

Here we are, reading the autumn issue of *The English Connection*. This means that cooler weather will be lowering the mercury, colored leaves will be painting the mountains, golden rice paddies will be awaiting the scythe, students and teachers will be populating vacated classrooms, and, oh yes, KOTESOL's International Conference will be coming soon! But before we start talking about upcoming events, let us mention what KOTESOL has been doing since the last issue of TEC.

June National Council Meeting

At our most recent National Council meeting, the Council acted on a couple of items of considerable significance to our membership and the broader community of practice. KOTESOL has a new special interest group (SIG)! The Council has unanimously approved the creation of the Women and Gender Equality SIG. It will strive to provide a positive environment for all supporters of gender equality in Korea to discuss gender issues. Minji Kim and Rhea Metituk are the co-facilitators of this new-born SIG.



The other item of substantial significance that the Council has passed unanimously is the KOTESOL Code of Conduct. To help promote the spirit of reflective, responsive, professional exchange at the heart of KOTESOL as a professional development organization, the Council has deemed it prudent to set forth what it considers acceptable and unacceptable behavior by everyone, and how unacceptable behavior may be handled, in KOTESOL-related interactions – be they face-to-face or online.

Upcoming

Building on its first “day of reflection,” the Reflective Practice SIG is now planning another national event for this year, Day of Reflection 2019, an all-day event featuring presentations on reflective practice on September 29 at Injae-gwan, Sookmyung Women's University. Mark your calendar.

The International Conference

KOTESOL's international conference is truly international – considerably more so than any other English language teaching (ELT) conference in Korea. This year, fully two-thirds of the total sessions are by presenters based outside of Korea. So you have the opportunity to hear presentations from literally around the world by traveling no further than Seoul. It's an opportunity that every KOTESOL member should seriously consider. Preregistration closes September 30.

The conference is not a one-size-fits-all affair but rather a something-for-everyone event – everything from “allophone” to “ZPD.” The biggest complaint that attendees have is “There is so much to see; I couldn't go to everything I wanted to see.” The conference team does, however, try to schedule its 200-plus sessions with the conference-goer in mind. In fact, our team of invited speakers (11) are scheduled so that it is possible to hear each of them over the two-day conference and still have plenty of time to network and socialize. Our plenary speakers are two names that have been prominent in our field for decades: Rod Ellis and Andrew D. Cohen. Find out more about them and the other members of the lineup within these pages of *The English Connection* and on the conference pages of the KOTESOL website. Also look for our two featured panel discussion sessions: “Women in Leadership in ELT” and “Women in Leadership in Korea.” And again this year, a conference app will be available. Users can compile a personal schedule; converse with conference organizers, presenters, and other attendees; and receive reminders and important info.

Come to the Saturday evening membership social, open to all KOTESOL members. This year, we have added a closing ceremony on Sunday afternoon. In addition to a raffle, numerous awards will be presented. New this year will be the Teacher of the Year Award and the Thomas Farrell Reflective Language Teacher Award. The Research Paper of the Year Award will be announced as well as meritorious and outstanding service awards.

And of course, thank-yous go out to Grace Wang and Michael Free and their conference team for a year of preparation and to Sookmyung Women's University for hosting our conference.

I hope to see you at Korea's biggest ELT event of the year!

27 Years of KOTESOL International Conferences: Examining Themes for Trends


By Jocelyn Wright

Believed to be the largest multicultural English language teaching (ELT) association on the Korean peninsula, Korea Teachers of English to Speakers of Other Languages (KOTESOL) has been active since 1992. According to the current Constitution and Bylaws (<https://koreatesol.org/content/bylaws>), the purpose of this non-profit organization is “to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.”

As a result of this goal, one of KOTESOL’s major annual activities over the past 27 years has been to host international conferences. Mostly held in the capital

city, Seoul, these have been well attended over the years with a total of 21,560 participants so far, or an average of 800 per year, according to available statistics (<https://koreatesol.org/content/history-kotesol-conferences>).

Each conference has a motto or theme chosen by the chair of the International Conference Committee, who plans, organizes, hosts, and develops the conference (Figure 1). Themes serve a variety of functions, such as to present a useful focus that will stimulate presenters, connect offerings, entice participants, engage them in dialogue around the event, and generally promote the organization publicly.



Year	Conference Theme
2019	Advancing ELT: Blending Disciplines, Approaches, and Technologies
2018	Focus on Fluency
2017	Why Are We Here? Analog Learning in the Digital Era
2016	Shaping the Future With 21st Century Skills
2015	Transitions in Education – Transitions in ELT
2014	Embracing Change: Blazing New Frontiers through Language Teaching
2013	Exploring the Road Less Traveled: From Practice to Theory
2012	Perfect Score: Methodologies, Technologies, and Communities of Practice
2011	Pushing our Paradigms; Connecting with Culture
2010	Advancing ELT in the Global Context
2009	Pursuing Professional Excellence in ELT
2008	Responding to a Changing World
2007	Energizing ELT: Challenging Ourselves, Motivating our Students
2006	Advancing ELT: Empowering Teachers, Empowering Learners
2005	From Concept to Context: Trends and Challenges
2004	Expanding Horizons, Techniques, and Technology in ELT
2003	Gateways to Growth: Exploring ELT Resources
2002	Crossroads: Generational Change in ELT in Asia
2001	The Learning Environment: The Classroom and Beyond
2000	Casting the Net: Diversity in Language Learning
1999	Teaching English: Asian Contexts and Cultures
1998	Advancing our Profession: Perspectives on Teacher Development and Education
1997	Technology in Education: Communicating Beyond Traditional Networks
1996	Reflections on Practice
1995	Into the World through Language and Culture
1994	Where the Past Meets the Future: Preparing ELF Learners for the 21st Century
1993	Narrowing the Gap Between Theory and Practice

With the 2019 KOTESOL International Conference just around the corner, a look at conference themes, past and present, can reveal some interesting insights! A total of 88 distinct keywords taken from the themes were collected from the archives of posters for the period 1993–2019 (<https://koreatesol.org/posters-past-conferences>) and plugged into TagCrowd (<https://tagcrowd.com/>), a popular web application for creating word clouds.

This free tool, used to analyze qualitative data, has the ability to list words in alphabetical order and visually and numerically illustrate their frequencies. To do this, it is important to first carefully configure the program options by selecting the text language, indicating the maximum number of words and the minimum frequency to display, and deciding whether or not to group words according to word family, to convert proper nouns, abbreviations, or acronyms to lower case, and to exclude certain words.

▲ Figure 1. A Chronology of International Conference Themes from the Past 27 Years

it (e.g., through *development* and by *pursuing excellence* or aiming for a *perfect score*). Moreover, they underscore how this is enthusiastically done (*blazing* and *energizing*) and to what end (ultimately, by *motivating* and better *preparing* learners).

“Themes serve a variety of functions, such as to present a useful focus that will stimulate presenters, connect offerings, entice participants, engage them in dialogue around the event, and generally promote the organization publicly.”

Together this information might be useful to inform future decisions. The next conference theme will be unveiled at the end of the 2019 conference in October, so we'll just have to wait and see!

The Author

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University. She has taught at this institution for more than ten years. Her educational background is in linguistics and education. In addition to being a local facilitator of the Reflective Practice Special Interest Group (SIG), she is a national coordinator of the Social Justice (Critical Educators in Korea) SIG and a lifetime member of KOTESOL.



As with every tool, TagCrowd has certain limitations. The data sample, for instance, must not exceed an input of 500 kilobytes of plain text. Perhaps the most important weakness when it comes to analysis, though, is the loss of context.

Nevertheless, as can be seen above, word clouds can sometimes be useful in helping us to visualize keywords and pinpoint exciting trends in textual data. They can also help us notice gaps. For example, we can see that only a very few technical words have been used when we consider that Cambridge identified 57 pages worth in their freely available *2015 TKT Glossary of English Language Teaching (ELT) Terminology* reference destined for those taking their Teaching Knowledge Test, and this source might not include words of a more critical flavor.

The KOTESOL Pass-It-On Challenge



Have you benefitted from KOTESOL? I know I have. KOTESOL has made me a better teacher, a better researcher, a better presenter and a better speaker, a better writer and editor, as well as a better leader, organizer, and administrator. Because I have benefitted so much from KOTESOL, I feel obliged to give back through volunteering my time for a variety of KOTESOL tasks (and through these tasks, I benefit even further). I am so happy that I became a KOTESOL member when I did.

I hope you are happy to be a KOTESOL member, too. If that is the case, I encourage you to pass it on – to pass on the word about the benefits to be gained from KOTESOL, to introduce to your ELT colleagues the advantages of membership in the KOTESOL community. Our challenge to each KOTESOL member is to bring one new member into our organization this year. Are you up to the challenge?

— David Shaffer, KOTESOL President

KOTESOL INTERNATIONAL CONFERENCE 2019

SPEAKERS AND SESSION TITLES

Plenary Speakers

- **Rod Ellis**

Opening Plenary Session

Task-Based Language Teaching: Where Did It Start and Where Is It Going?

Invited Second Session (Workshop)

Assessing L2 Learners' Pragmatic Competence

- **Andrew D. Cohen**

Sunday Plenary Session

Fine-Tuning Word Meanings Through Online and App Technologies: A Close-Up Look at Successful and Unsuccessful Strategy Use

Invited Second Session (Workshop, 105 min.)

Exploring Ways in Which Being a Native or a Nonnative Teacher May Influence the Teaching of Target-Language Pragmatics

Featured Panels

- **Women in Leadership in ELT**

Ji-hyeon Jeon, Chimed Suren, Camilla Vizconde, Issy Yuliasri

- **Women in Leadership in Korea**

Kyungsook Yeum, Boyoung Lee, Sung Nam Ryoo, Gye Hyoung Yoo

Featured Speakers

- **Thomas S.C. Farrell**

Featured Session

Advancing ELT by Becoming an Expert Teacher

Invited Second Session (Workshop)

Reflection-as-Action: Implementing Reflective Practice in TESOL

- **Boyoung Lee**

Featured Session

The Organic Development of Successful Learning Experiences

- **Curtis Kelly**

Featured Session

Key Concepts in the Neuroscience of Language Learning

Invited Second Session

10 Principles of TBLT Task Design: Author Insights

- **Kara Mac Donald**

Featured Session

Drawing on Skillsets Outside of ELT to Inform Instructional Practice

- **Bodo Winter**

Featured Session

New Research on Gesture: Implications for Language Learning and Teaching

Invited Second Session

How to Publish Your Research in International Journals, Conference Proceedings, and Books

- **Birsen Tutunis**

Featured Session

Positive Psychology, Positive Discipline: Blending Disciplines in ELT Classroom Management

Invited Second Session

Teacher Education and Training Policy for the Development of Teacher Identity

- **Stephen Ryan**

Featured Session

A Person-Centered Approach: What It Means and Why It Matters

Invited Second Session

Learning from Older Language Learners

- **Heyoung Kim**

Featured Session

Building an AI Chatbot and L2 Tasks for Young Learners

- **Peter Roger**

Featured Session

What Can ELT Learn from Medical Education...and What Can They Learn from Us?

Abstracts, biographical sketches, and registration information available on the Korea TESOL website – koreatesol.org/ic2019/.

Rod Ellis Interview with *The English Connection*

Conducted by Dr. Andrew White

In July, *The English Connection* was fortunately able to reach Professor Ellis for the following interview. The interview was conducted by the editor-in-chief. — Ed.

The English Connection (TEC): As one of two plenary speakers for KOTESOL's 2019 International Conference, what can attendees look forward to in your presentations?

Professor Ellis: The main foci of my work at this time are task-based language teaching (TBLT) and how to assess L2 learners' pragmatic competence. My interest in TBLT is a long-standing one and has grown out of my earlier work in second language (L2) acquisition. In my plenary, I will attempt to provide a historical perspective on TBLT – describing where it came from and suggesting where it is going. My interest in the assessment of L2 learners' pragmatic competence is more recent; it is the focus of a current research project. It grew out of my earlier research into the measurement of implicit and explicit grammatical knowledge and was motivated by the fact that current tests of pragmatic knowledge are really only tests of meta-pragmatic (i.e., explicit) knowledge. In my workshop, I will describe the tests I am developing and give participants the opportunity to try them out.



TEC: In addition, how else will you be spending your time in Korea during the two-day conference?

Prof. Ellis: KOTESOL is one of the major TESOL conferences in Asia and attracts teachers and researchers from a range of countries. It will provide me with the opportunity to meet old friends, exchange ideas, and just enjoy their company. I am sure I will also make some new friends. I will especially look out for papers on TBLT and on the teaching of pragmatics. I will also be interested in papers that discuss the teaching of English at the primary level. I am currently

the joint editor of a new journal – *Teaching Languages to Young Learners*: <https://www.jbe-platform.com/content/journals/2589207x> – published by John Benjamin and will be on the look-out for potential articles!

TEC: Your research career and expertise spans several broad areas, including SLA, classroom interaction and comprehension, focus-on-form (FoF), task-based learning, and corrective feedback. What are your impressions, past and present, of the Korean ELT scene, when viewed from some of these areas?

Prof. Ellis: All my research has been motivated by a wish to make language teaching effective. I became interested in second language acquisition research when teaching in Zambia, and it became clear to me that very often my students did not learn what I taught them! Grammar teaching seemed to have very little impact on accuracy if learners were focused on communicating meaningfully – even after plentiful practice. I realized that I needed a better understanding of how languages are learned. My first research project, however, focused on how children acquired English as their first language, and only later did I start to inquire into second language acquisition. It soon became clear that much of what I was seeing was very similar to what happens in L1 acquisition – similar errors, variability, the same transitional constructions, formulaic chunks. One of my first books – *Classroom Second Language Development* – documented how three children gradually acquired English in a classroom context in London. Research into L2 acquisition led me to ask some fundamental questions about language teaching. How can teachers ensure that learners engage in the kinds of interaction that we know facilitate acquisition? What is the role of corrective feedback? Should we teach grammar, and if so, how? What general principles can inform instruction? The focus of these questions was on the conditions that teachers need to foster in the classroom to facilitate acquisition, if we view language teaching as involving both the “what” and the “how.” My focus has been primarily on the “how.” In this respect, I think I differ from what I see as the overriding concern with the promotion of the coursebooks that will be on display at conferences like KOTESOL and JALT. Of course, teachers need materials and coursebooks,

but ultimately it is what they do with them that matters more. Acquisition takes place from within the interactions that occur in the classroom, so what requires our attention most is how to ensure the right kinds of interaction.

TEC: Could you explain your research on the role of explicit and implicit knowledge? How is a focus-on-form (FoF) involved in this interplay?

Prof. Ellis: Implicit knowledge of a language is knowledge that is tacit, automatic, and thus available for use, without effort, in everyday communication. It is acquired incidentally (i.e., without conscious effort). Explicit knowledge is declarative; it involves controlled processing and so only available in those uses of language – such as careful writing and language tests – that allow time for deliberate access. It is acquired consciously and intentionally. A learner can have explicit knowledge of a particular feature (such as third person –s) but no implicit knowledge of it, and as a result, will only manifest knowledge of it in controlled language use. Different types of instruction cater to the acquisition of the two types of knowledge. Explicit grammar teaching – what is sometimes called focus-on-forms (FonFs) – is likely to result only in explicit knowledge. Meaning-based approaches such as immersion and content and language integrated learning (CLIL) help the development of implicit knowledge. But such approaches, while effective in developing learners’ communicative abilities, often do not result in very high levels of linguistic competence. So the question is what else is needed?

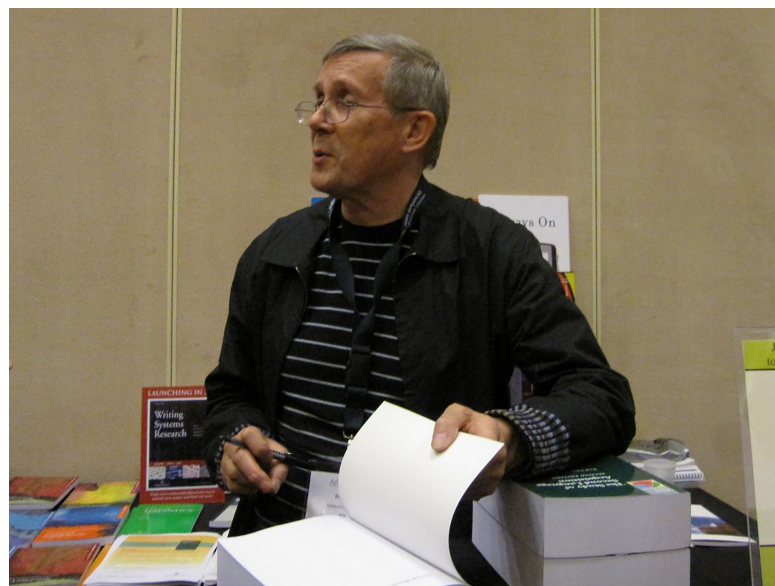
There are two answers to this question. One is TBLT. TBLT differs from other meaning-based approaches in that it recognizes that learners need to attend to form as well as meaning. This is achieved by means of focus-on-form (FonF) – that is, ways are found to draw learners’ attention to form *while* they are

“Acquisition takes place from within the interactions that occur in the classroom, so what requires our attention most is how to ensure the right kinds of interaction.”

communicating, for example, by means of corrective feedback. A task requires a primary focus on meaning, but this does not exclude attention to form. The other way is to complement a meaning-based approach such as immersion with some explicit language teaching to remedy the grammatical gaps that appear in learners’ L2 knowledge. In this way, even if learners do not acquire implicit knowledge of a feature, they will have explicit knowledge, which can facilitate subsequent

development of implicit knowledge. If we know something explicitly, we are more likely to notice it, and noticing assists the development of implicit knowledge.

My position has always been that the job of instruction is to foster both implicit and explicit knowledge. Implicit knowledge is primary and should therefore be the main goal, but explicit knowledge is useful for some types of language use and can facilitate implicit knowledge. I do not think, however, that explicit knowledge converts into implicit knowledge. The interface between explicit



▲ **Rod Ellis at a recent AAAL conference.**

and implicit knowledge is a weak one – not a strong one. So my model of instruction is a fluency first, accuracy later on. Explicit instruction is just an add-on to a meaning-based approach, not an alternative.

TEC: Faced with large classes with learners of mixed levels, obviously multiple personality types and learning traits, and partially constrained by a required coursebook, what’s your advice for teachers looking to promote speaking fluency in their students?

Prof. Ellis: Irrespective of learners’ personality type and preferred learning traits, the only way to promote fluency is by engaging learners in fluency activities (i.e., tasks). But there

are ways of addressing the anxiety that some learners experience when required to speak instantaneously. Giving learners time to plan before they perform a task is one of the most effective ways. Pre-task planning leads to greater fluency. Another way is to give learners the chance to repeat a task. That too results in more fluent L2 production. Another technique used to encourage fluency is to set a time limit for completing a task in order to encourage within-task fluency. Fluency

involves listening as well as production. In the case of input-based tasks, the teacher can vary the speed of the input, gradually increasing it over time. One last suggestion for dealing with mixed classes: Always make sure that it is a weaker student who is given the job of reporting the group's findings to the whole class. This is more likely to ensure that the weaker students work hard on the task and get support from the more proficient students.

TEC: Concerning implementing Task-Based Learning (TBL), there can be confusion with the various procedures and phases (for example: teachers'/students' roles and pre-task/task/post-task stages) as designed and researched by you and other leading researchers (Willis & Willis, Nunan, Skehan, and



others). How can teachers incorporate a TBL element in their class, without feeling they're breaking one of it's "rules"?

Prof. Ellis: I prefer to talk about "principles" of TBLT rather than "rules." The principles that govern the pre-task stage, the main-task stage, and the post-task stage are different. The main difference lies in how the teacher tackles the language needed to perform the task. In the pre-task stage, the teacher is free to direct proceedings by helping learners with the content and language required by the task – for example, by pre-teaching vocabulary (but not grammar). In the post-task stage the teacher can address any grammar problems that were evident when the students performed the task explicitly. In the main-task phase, the teacher has to balance roles associated with being a task manager, a communicator, and an instructor (see Ellis, 2019). This is where "focus-on-form" takes place. I agree that task-based teaching requires a high level of skill on the part of the teacher. This is why teacher-training for TBLT is so important.

TEC: And as a follow up question, what advice can you give to Korean-based language teachers desperate to increase students' motivation and spoken production during TBL interaction (considering Korean EFL teaching has long been a teacher-fronted dynamic)?

Prof. Ellis: This question seems to assume that TBLT is invariably learner-centred. But this is not the case. TBLT is learning-centred, but there is plenty of room for teacher-fronted activity. For example, with learners not accustomed to TBLT, it would be wise to start with input-based tasks. These are conducted in lockstep with the whole class, with the teacher (or an electronic device) serving as the source of the input. A lot of problems that teachers have experienced with TBLT arise because they have rushed to group-based, speaking tasks too soon. When learners realize that they can understand input in English, they will be motivated to start trying to speak.

TEC: How do you view technology (computer-assisted or otherwise) playing a part in EFL going forward? I have in mind automatic translation apps and programs for student writing feedback, but really the influences are diverse.

Prof. Ellis: Well, there is no escaping technology! Will they help language learning? In so far as they provide learners with rich input, I am sure they can. I suspect translation apps may actually impede it, as they obviate the need to learn, but it may be possible to find effective ways of using them. I see technology supplementing face-to-face teaching and learning not replacing it. There have been some interesting uses of electronic feedback.

TEC: What is your advice for new EFL teachers?

Prof. Ellis: I will suggest three things:

1. Work hard to make sure that students always understand you when you speak English. Your communication skills are more important than your technical knowledge!
2. Have a clear plan for each lesson, but be prepared to depart from it.
3. Take risks. Be prepared to try something different.

TEC: What do you see as the emerging (or reemerging) areas of research in our field?

Prof. Ellis: I guess the ever-increasing encroachment of technology. This is inevitable. But we need to evaluate how technology can assist, not replace, the teacher. I think it might be more interesting to ask what do we see as the continuing areas of research. Certainly research investigating task-based language teaching will continue and grow! We are still a long way off working out how it can work best in different instructional contexts.

TEC: Apart from teaching at Curtin University, Australia, and presenting at conferences, what keeps you busy?

Prof. Ellis: Trying to grow old gracefully! I enjoy cooking – for myself and for others. It takes my mind off writing books. I am a lover of cricket.

Andrew D. Cohen Interview with The English Connection

Conducted by Dr. David Shaffer

In mid-July, The English Connection connected with Dr. Cohen for the following interview. — Ed.

The English Connection (TEC): Dr. Cohen, please tell us a little about yourself and how you became involved in applied linguistics and English language education?

Dr. Cohen: I majored in French history and literature at Harvard, and went on to do two years with the Peace Corps in rural community development with the Aymara Indians on the High Plains of Bolivia. That experience led me to do an MA in linguistics and a doctorate in international development education at Stanford University.

My first job after getting my doctorate at Stanford was as assistant professor in the ESL section of the English Department at the University of California, Los Angeles (UCLA). I believe it was then (1972) the only MA program in TESL of its kind in the nation. Now, there must be well over 500 such MA programs. I was rubbing shoulders with some of the finest experts in the field, such as Marianne Celce-Murcia, Cliff Prator, Don Bowen, and Russ Campbell.

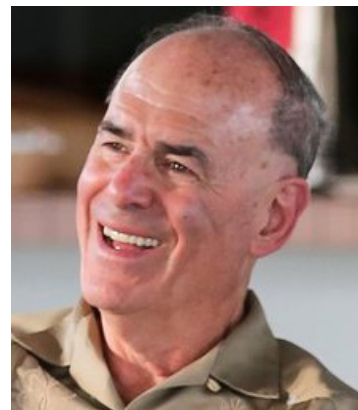
While doing my doctorate at Stanford, I would work closely with Mexican-American children in the Redwood City Title VII Bilingual Program. An outcome of this experience was that I began to feel somewhat of a hypocrite in that I myself was unfamiliar with my own heritage as an American Jew and did not speak Hebrew. So, instead of staying at UCLA, I went off to Jerusalem Israel with my wife and two-year-old

“The plenary ... is especially relevant to teachers in foreign-language contexts such as EFL teachers in South Korea, where learners may not have very much contact with the target language outside of class.”

daughter, and became a senior lecturer at Hebrew University in order to give my family and myself a chance to experience our heritage full on.

When I returned to the States 17 years later and assumed a position at the University of Minnesota in the Program in ESL at the time, in the Department of

Linguistics, I then returned to ESL proper. Eventually, the program morphed into a program in second language studies. I ended up teaching at UMN for 22 years. Once again, I was engaged in courses dealing with the teaching of ESL/EFL.



TEC: Please give us an idea about what you plan to convey in your plenary session that you will be giving at the international conference. Will it be useful for the early-career teacher as well as for the more experienced instructor?

Dr. Cohen: My plenary will consider whether language strategies deployed by learners have kept pace with mobile apps and online programs aimed at assisting them. The talk will use as a vehicle a case study of myself as a hyperpolyglot attempting to fine-tune word meanings in Chinese, which was conducted by me and my colleague/Chinese tutor, Isobel Wang, who is now a research fellow at the University of Graz in Austria. Fortunately, the study, “Fine-Tuning Word Meanings through Mobile App and Online Resources: A Case Study of Strategy Use by a Hyperpolyglot,” was just accepted for publication by the journal *System* and hopefully will appear before the conference.

The plenary will situate this work in the larger context and is especially relevant to teachers in foreign-language contexts such as EFL teachers in South Korea, where learners may not have very much contact with the target language outside of class. While the study focused on fine-tuning of vocabulary and looked just at vocabulary for writing, the findings have implications for the other skill areas – listening, speaking, and reading. It is fair to say that one of my career goals has been to support early-career teachers as fully as possible.

TEC: You will also be doing a 105-minute workshop at the conference. Would you tell us a little about it and what type of teacher might benefit most from it?

Dr. Cohen: The workshop will focus on another area that I think has been shoved under the rug, namely, that of how non-native teachers of the language as well as native teachers deal with instruction about pragmatics in the target language (TL). I focus in on pragmatics because I think it is such a crucial area in language learning. It is possible for language learners to fill their notebooks with all sorts of information on vocabulary and grammar, while still not having a handle on just when it is appropriate to use the given words, phrases, and grammatical structures. This starts with basic greetings such as “How are you?” and “Good day” – knowing when and how to use them.

I will make the case that there are advantages to being non-native and that there are also advantages to being native with regard to pragmatics instruction. Examples of both will be provided, drawing largely on an international survey of both groups of teachers that I conducted with 113 teachers worldwide.

In the hands-on part of the workshop, participants will discuss first in small groups and then with all workshop participants their responses to a 20-item questionnaire that they will be requested to fill out before the workshop. (There are slight differences between the native and non-native versions of the questionnaires.)

My sense is that the workshop will be of value to both teachers and developing teachers in heightening their

TEC: Of all the ELT-related activities and research that you’ve been involved in, which has provided you with the most satisfaction?

Dr. Cohen: That’s a good question, since I have been engaged in so many ELT-related activities over my career. It is fair to say that I have gotten satisfaction from numerous activities, be they doing plenaries or workshops for regional TESOL meetings in the US, such as Rocky Mountain TESOL and Southeast TESOL, or leading a breakfast discussion as a luminary for the International TESOL Conference.

Once I led a full-day workshop for 250 EFL teachers in Edirne, Turkey. I have also led a five-day institute at the University of Nanjing on strategies instruction for Chinese EFL teachers representing numerous different regions of China.

It gives me satisfaction to know that my publications dealing with the numerous research areas I have been involved in (e.g., language learner strategies, language assessment, mental translation, research methods such as verbal report, pragmatics, and other areas) have been read with interest by ESL/EFL teachers worldwide.

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

Dr. Cohen: My concern is that there be more focus on strategy instruction for learners. My opinion is that teachers may be very proficient at instruction, but that if learners are not well versed at how to learn the language, much of the fine instruction may be a reduced benefit. Fortunately, there is a new volume edited by Chamot and Harris, entitled *Learning Strategy Instruction in the Language Classroom: Issues and Implementation* (Multilingual Matters, 2019). I have a chapter in the volume on strategy instruction for pragmatics. I think this will turn out to be a seminal volume because it is the first book of its kind to deal exclusively with strategy instruction.

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

Dr. Cohen: Last year, I published a form of memoir intended to stimulate professors and students to take stock of joys that they have encountered or could encounter if they become professors. The result was a book with entries categorized according to different aspects of a professor’s professional work life based on my own

awareness as to how they deal with their knowledge of TL pragmatics in the language that they teach or intend to teach.

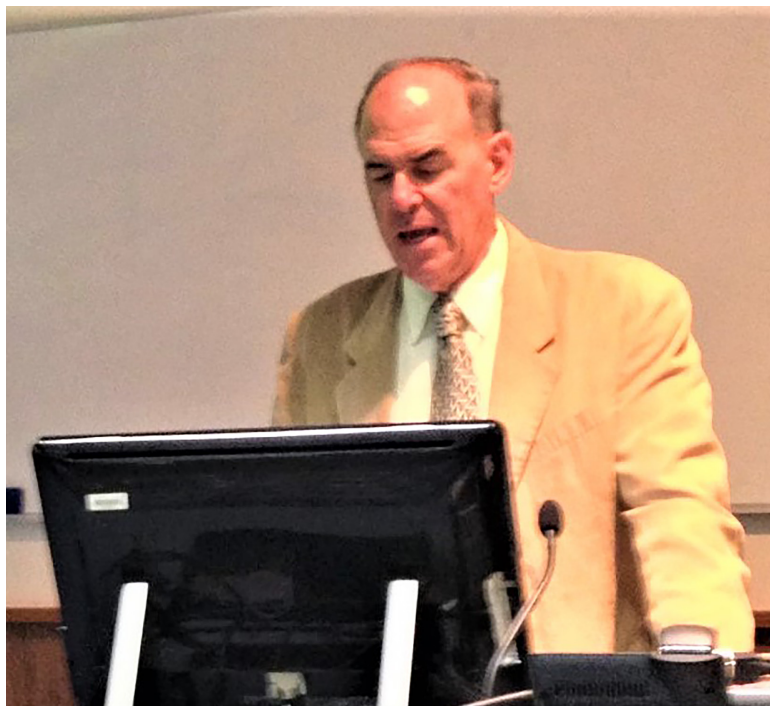
they become professors. The result was a book with entries categorized according to different aspects of a professor’s professional work life based on my own



personal experiences, with the addition of a few others suggested by colleagues. This is a feel-good volume to demonstrate both to those in the profession and to those others interested in ways in which entering the career of being a professor can produce joy. It is entitled *The Joys of Being a Professor: My Life in Academia*, and it is available through Amazon and through Barnes and Noble, in both a printed and digital version.

As to my hobbies at the age of 75, one is definitely language learning, as I am working on my 13th language right now, Chinese, and have been for nine years. I have professional-level proficiency in Spanish, French, Portuguese, Hebrew, and my L1 English, some ability in Arabic and Japanese, and have experienced considerable attrition in Italian, German, Quechua, Aymara, and Latin. I know what it means to speak a language comfortably as I have given professional talks in five languages: my L1 English, Spanish, Hebrew, French, and Portuguese.

I still lead group singing with my guitar, though my principle instrument is trumpet, and I play trumpet with a community wind band in Alameda, California. I played competitive soccer and squash, having to cease my squash playing at the age of 65, when I was



Nonetheless, I enjoy my overseas trips as I feel that they enrich my life, and when my wife comes with me as she did recently to Padua, Italy, and to Stavanger, Norway, I know that it enriches her life as well. She will not be coming with me to South Korea since she has been in the country several times before. Instead, she will be on a trip to Israel to visit dear friends there.

TEC: How do you plan to spend your time at KOTESOL IC 2019?

Dr. Cohen: I will go to as many other sessions as I have time for since I really enjoy getting a good sense of just what my international colleagues are engaged in with regard to research and practice. This is a standard procedure for me at conferences. I do not simply give my presentations and disappear, but rather do my best

to attend other sessions and to provide supportive comments and questions.

On previous trips, I have been to Korean museums, in Seoul and in Busan, which I have found very impressive. During my last trip to Seoul, I went to the amazing kitchen rhythm show, which I assume is still being offered to tourists, to pastry shops (free samples), to wonderful restaurants, and to clothing stores. You might say "I have been there and done that." I still regularly wear a light-weight jacket I bought many years ago in Korea.

This interesting and illuminating interview can be found in its entirety on Dr. Cohen's plenary speaker page on the International Conference 2019 website at koreatesol.org/ic2019 — Ed.

"The workshop will focus on ... how non-native teachers of the language as well as native teachers deal with instruction about pragmatics in the target language."

diagnosed with multiple sclerosis. I get around with hiking sticks since I have limited balance.

My wife, Sabina, and I have been married 51 years. It was love at first sight, as we were engaged within three weeks after meeting at Stanford University to do our doctorates. We have a married daughter living in Oakland, California, with their three kids, and a married son living in Aventura, Florida, with their three kids. We enjoy living in Oakland, California, near our daughter and her family, so we can help out regularly and be part of their lives.

As a semi-retired professor, I choose my overseas travel selectively these days, given that it is not easy for me to get around as a result of my disability.

Interview with Featured Speaker Boyoung Lee

Conducted by Dr. David Shaffer

In July, The English Connection caught up with the ever-so-busy Dr. Boyoung Lee for the following interview. She is a featured speaker at this year's International Conference. — Ed.

The English Connection (TEC): Thank you for agreeing to do this interview for *The English Connection*. To start off, would you tell us a little about yourself and how you became involved in English language education?

Dr. Boyoung Lee: Hi. I've been active in TESOL in a variety of different fields as a book writer, TV/radio host, ESL program developer, teacher trainer, inspirational speaker, YouTuber, blogger, and others. Although I've long been in teaching and writing positions, I honestly believe that I can be best described as an avid EFL learner myself, which has led me to do so much work in TESOL with passion. I just wanted to keep learning and helping others.

TEC: Could you give us a sneak preview of your featured talk that you will be giving at KOTESOL IC 2019, and how will it be useful to the EFL teacher new to Korea as well as to the veteran practitioner?

Dr. Lee: I've always been keen on sharing success stories of EFL learners and teachers alike. I've wondered about their motivation and the driving force within them. My presentation this time will focus on the organic development of Korean young learners' peer-tutoring experience, and I will discuss the implications and the impact of this. The middle school students in the Daejeon area organize a tutoring group each year to share their positive English learning experiences, based mainly on communicative language learning. Such an outreach program is, in fact, quite a rarity in the Korean EFL setting, especially in private academies. With great pride, I would like to share this story and hope to discuss what can be learned and environments.



TEC: You will also be a panelist on our "Women in Leadership in Korea" panel. What aspects of this topic are you planning to touch on?

Dr. Lee: This will be deeply challenging for me to address, I'm sure, because there can be so many aspects that we can deal with concerning this issue. However, I am considering to approach the topic by recalling not only the challenges I had to face – sacrifices, unfair treatment, and other hard times where I had to prove myself like a pioneer in the field – but also those many blessings and the abundance of support I've received. Mostly, I think I would like to discuss the positive things that we should put more focus on for improvement.

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

Dr. Lee: I'd have to say it's the talk I share with Korean EFL teachers. I've always tried to be open as much as possible about my own defects and shortcomings. I've wanted to share all the experiences, good and bad, and the lessons learned with my audience, and this has turned out to be more impactful than I'd imagined.

Being able to be open and talk about what you lack could be terrifying in some sense for many EFL teachers I know. However, I learned that it could actually be more than liberating and hugely inspiring, especially through Prof. Yeon-hee Choi of Ewha Womans University when she said that reading English texts was still challenging for her. I could never forget that one class when she was candidly talking about almost the same kind of hardships and difficulties that I was suffering from as an EFL learner, and saying that it was okay to be imperfect as long as we keep researching and pursuing ways to help our students.

TEC: You have been involved in some aspect of English language teaching in Korea all your adult life. What is your impression of the ELT scene here?

Dr. Lee: Just as with many other aspects of today's society in Korea, ELT is currently going through another major transitional period, yet this time with more significance. Generally, people are more interested in

improving their communicative skills as they aspire to move into the world to pursue diverse careers. The tendency has become stronger than ever that higher communicative skills are in demand these days. I would say such shifts of the main interest in ELT towards speaking and writing would require some profound changes and trials in teacher training programs.

TEC: If you could change anything about English language teaching in Korea – policy, practice, or just pet peeves – what would that be?

Dr. Lee: Great question! Actually, there aren't that many, since there have already been some positive changes happening. However, if I may, I would like to see the English teachers working in better working environments, where they could afford to receive more quality training, connect with peers to research and develop, and share diverse programs and ideas.

TEC: You are always eager to assist KOTESOL anytime you are asked. I wonder why that is – especially when someone is as busy as you are.

Dr. Lee: KOTESOL has been the place where I've been able to meet and learn from passionate and active teachers from in and out of the country. I still vividly remember when I was invited to become a keynote speaker many years ago. Although I was terrified the whole time and almost had a heart attack out of anxiety, I also felt very much welcomed and supported. It was fascinating to be able to share my ideas and thoughts with so many greatly talented teaching practitioners. KOTESOL seems to have its own good

vibes, full of positivity and friendliness. That's the kind of encouragement that almost all EFL teachers need in order to become more actively engaged in the field to make more contributions. KOTESOL has always been a wonderful friendly reminder for me to keep sharing.

TEC: What projects or plans might be materializing on the horizon for Lee Boyoung?

Dr. Lee: I'm interested in exploring some new and different ways of enriching the learning/teaching environment and methods. I've met and worked with some edu-tech experts on a few projects and find myself becoming more eager to learn and adapt new technology to conventional and traditional ways of teaching and learning. I'm planning to keep giving seminars for parents and teachers, writing books, and developing other types of materials. I'm open to new opportunities.

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

Dr. Lee: Regular exercise has never been more important to me than now. Also, I try to stay positive by exposing myself to environments where I can feel good vibes, like casual gatherings with friends and the people who I truly adore and respect. They are all my great teachers. I'm also planning to learn other languages, and computer skills as well.

TEC: How do you plan to spend your time at KOTESOL IC 2019 – this year's conference?

Dr. Lee: This year, I'm planning to attend the evening gathering on the night before so that I can meet in person the greatly acclaimed scholars who will be present and hopefully have a chance to converse with them. Also, I'm excited about attending as many presentations as possible during the event. I'm sure it will be another exciting, eye-opening experience that I will surely be talking about for a very long time in the future.

TEC: Thank you for taking the time to do this interview with us. We are looking forward to seeing you at the conference in October.

Dr. Lee: My pleasure.



▲ Boyoung Lee and the EBS FM radio crew in early July celebrating the 7,000th episode of the show she created and has hosted for 10 years.

Interview with Thomas S.C. Farrell

Conducted by Dr. David Shaffer

Dr. Farrell, our regular reflective practice columnist, is a featured speaker at the 2019 KOTESOL International Conference. Rather than ask him for an article this issue, we asked him for an interview. – Ed.

TEC: Dr. Farrell, you spent a fair amount of your early career teaching in Korea, could you tell us about what brought you to Korea and your work here?

Dr. Farrell: I was on my world tour after finishing my degree and teaching qualification in Ireland, and I landed in Korea and loved the place immediately. That was over 40 years ago.

TEC: How did you get involved in reflective practice? I don't believe it was much of a thing in Korea while you were here.

Dr. Farrell: I became interested in reflection while on my travels, especially during my wonderful months touring India, and brought this concept to my teaching while in Korea. However, I was not aware that this was a concept that was developing worldwide (remember, we had no internet during this time!) until I began my PhD in the US and started reading formally about it. Before beginning my PhD, however, I started my first teacher reflection group in Korea, which really changed my life, as it showed me the power of collaborative and reflective conversations about teaching.



TEC: Could you give us a snapshot of what ELT was like in Korea when you were first teaching here – 40 years ago when you first set foot in the Land of the Morning Calm?

Dr. Farrell: This question will give more details to my earlier answer related to reflective practice, too. ELT in Korea 40 years ago was a lot different. I think I was one of four or five qualified teachers on the go (no disrespect to the others who were wonderful teachers, too) beyond some Peace Corps teachers (but many in Peace Corps at that time were not connected to teaching, as you know – they moved into teaching when the Peace Corps left in the early 80s, I believe). I would say that the concept of ELT from a local perspective was “if you can speak it, you can teach it!” Indeed, the TESOL profession had not

really taken off at that time. That said, luminaries like the wonderful Dwight Strawn and Horace Underwood were very much supporters of having “qualified” ELT professionals, but supply and demand was the order of the day (with demand more than supply, given the location of Korea). One great aspect of the ELT community at that time was that we all knew each other and helped each other in our daily lives, and that was wonderful. I loved living and teaching in Korea at that time, and of course, I met my wife in Seoul...

TEC: Let's talk about the future for a bit. You will be doing a featured session for us at the international conference this October. Could you tell us a little about it and why everyone at the conference should not miss it?

Dr. Farrell: My featured talk is *Advancing ELT by Becoming an Expert Teacher*. We all assume that if we spend lots of years doing something, we can become an expert. Well, this is not so, because without reflecting on what we do, we can only become experienced non-experts. In this talk, I will also discuss what makes an expert TESOL teacher based on research I have undertaken in Canada. The result of all this is that engaging in reflective practice is critical to expertise. I am hoping that all your wonderful teachers can come to this talk and take this reflective journey so that they too can transition smoothly into their rightful roles as expert TESOL teachers.

TEC: You will also be doing an invited workshop for us. What will it be about? Will it be useful to both the early-career teacher and the more-experienced teacher “in the trenches”?

Dr. Farrell: Keeping with my overall theme of reflection, my workshop, *Reflection-As-Action: Implementing Reflective Practice in TESOL*, will show teachers/participants how reflective practice can be implemented. The framework that I have developed not only focuses on the intellectual, cognitive, and meta-cognitive aspects of practice that many other approaches suggest, but also the spiritual, moral, and emotional non-cognitive aspects of reflection that acknowledge the inner life of teachers. The framework has five different stages or levels of reflection: *philosophy, principles, theory, practice, and beyond practice*. Each of these will be explained in detail, and participants will be able to practice each in

this interactive session. This session is for very beginning teachers with little experience as well as for very experienced teachers who will really value a break from the “trenches,” so that when they return they will even transform those “trenches”!

TEC: You are by far the most prolific ELT or applied linguistics book author that I know of. How do you find the time to do so much writing and still teach and also spend so much time on the ELT conference-speaking circuit? And what publications are in the pipeline for us to look forward to?

Dr. Farrell: I research reflective practice and also practice it in my daily life: writing is part of my process of reflection. I have built writing into my daily routine. Writing is the result of my reflections and the beginning of further reflection. My writing mantra is “How do I know what I think until I see what I say!”

Regarding new publications, I have just published a new book on reflective practice called *Reflective Practice in ELT* (<https://www.equinoxpub.com/home/reflective-practice-language/>). This is an introductory book to a new series on Reflective Practice in Language Education that I am editing for Equinox Publications in the UK (<https://www.equinoxpub.com/home/reflective-practice-language-education/>).

This series covers different issues related to reflective practice in language education and includes an introductory book that introduces these areas. The other books in the series clarify the different approaches that have been taken within reflective practice and outline current themes that have emerged in the research on various topics and methods of reflection that have occurred. This is a very exciting project, and we have four books about to appear in the near future.

I have also published a few papers. All are on my webpage: www.reflectiveinquiry.ca

TEC: You have decided to initiate this year an annual

reflective language teacher award, which KOTESOL is quite grateful for. Could you tell us what motivated you to begin this award at this time?

Dr. Farrell: As I mentioned above, I first arrived in Korea 40 years ago, and Korea launched my ELT career and teacher training career as well as my early work in reflective practice. One critical incident was important also in defining my life in Korea in 1994 when I was the last car to cross Seongsu Bridge before it collapsed at 7:40 a.m., October 21. I crossed one second before. I was collecting data for my PhD dissertation, so I guess I was destined to finish this work, and it made me *really* reflect! Without Korea, I would not have done any of this. I want to give back by encouraging others to engage in formal reflective practice in Korea so that the ELT profession in Korea can be further advanced (the theme of your conference this year!).

TEC: After leaving teaching in Korea so many years ago, you have stayed connected to KOTESOL. What is it that fosters this desire to stay connected to KOTESOL?

Dr. Farrell: Similar to my answer above, I love Korea and always want to come back and to give back. If any university will have me for a short stay, I am willing to come to give talks, workshops, seminars, too – just let me know. In addition, it is people like you who have motivated me to continue to be in contact with Korea TESOL. Although I never held office, I was in the background many years ago – I think I was the first editor of the *Korea TESOL Journal*.

Korea launched me in the TESOL profession, and I am forever grateful. Korea TESOL allows me to continue to encourage reflection for teachers, so I am forever grateful to Korea TESOL and all the wonderful people who selflessly give their time to volunteer to help other teachers reach the highest levels of their expertise.

TEC: Thank you, Dr. Farrell, for making time for this interview. We’re looking forward to seeing you at the international conference in October.



Neuroscience at the Heart of Teaching Presentation

By Curtis Kelly, Featured Speaker at the 2019 KOTESOL Intl. Conference

You might not think neuroscience has much to do with teaching presentation, but there is one theoretical area I have found indispensable. We will get to that soon, but first, let's review student speech-making.

Have you ever been a judge in an English speech contest? Doing a national speech contest is not so bad, but the ones your local school puts on can be downright painful: You have a hard time figuring out what a student is trying to say, a hard time discerning the message, and a hard time holding the parts in mind as the speech unfolds. On top of that, you might be worrying about the likely complaints from parents that might come later, as Daren describes in his *All Grades Final* blog (2013).

I suffered through a number of taxing judging experiences, but these all helped me learn how to teach presentation, mainly in terms of what students should *not* do. Eliminating complexity is the key. Now, having taught speech for 25 years, doing occasional professional training, and having done over 400 presentations myself (not being a natural presenter, I had to work to get the skills), I now consider this subject my specialty.

“All of these techniques serve to reduce cognitive load, the cognitive load placed on listeners.”

These days, I go well beyond teaching the usual (project your voice, make eye contact, smile, etc.), and almost every year, I discover some new technique that I was generally oblivious to before. In most cases, the technique is not offered in ESL speech textbooks either. For example, five years ago, I suddenly realized that teaching students “phrasing” was important. Phrasing means breaking a sentence into short bits rather than rolling it out in one large load. Rather than a smooth, unbroken *The man took his family out for a walk in the park*, it comes out better if delivered with short breaks, such as *The man / took his family / out // for a walk // in the park. ///*

Another technique I hit on a couple years ago was how to show “punctuation” in a speech through movement.

For a line like *First we must help the victims, and then we must rebuild the town*, I tell my students to visually delineate the parts by facing two directions while saying them. I also advise them to use stage movement to mark the new part of the speech, just as one might insert paragraph or section marks when writing.

Then, of course, dramatization is a useful technique. Gestures help the audience visualize the content, and one of my favorites – using direct instead of indirect speech, with a different voice for each character – helps the audience visualize an interaction. Instead of students using their own voice to say *The mother asked the boy if he was okay and he said he felt sick*, the scenario is clearer if they say *The mother asked the boy* (narrator voice), *“Are you okay?”* (mother voice), *“No, I feel sick”* (boy voice).

And finally, the most important technique of all, and the primary cause of pain in speech contests, is the necessity for speakers to change written English into spoken English, something they rarely do. Unfortunately, the standard approach is to have students write their speeches, memorize them, and then deliver them, which ends up having them verbally “read” written English out of memory. Written language is far weightier than spoken language. A written sentence might contain dependent clauses, external references, and complex syntax, all of which a listener must process and hold in memory in order to understand the whole. So, when we speak, we normally do so in short utterances, repeating a lot, putting in questions, and if we are adept, using names instead of referential pronouns (it, that, she). A student might write English like this for a speech: *In 2016, the Best Game of the Year Award was given to Microsoft Japan for Minecraft*. But even that short sentence is hard to process when delivered orally. Instead, converting it to spoken English makes it easier to unravel and retain: *2016. Best Game of the Year Award. Who got it? Microsoft. For what? Minecraft! The amazing game, Minecraft.*

So these are four techniques I have found important to teach: phrasing, stage movement, dialog voices, and using spoken English. Others include using stories, long pauses, and Steve Jobs-like “wows.” Since this is an article on the neuroscience of language learning, you might be wondering why I am writing about presentation techniques, but I assure you, there is

a connection, and a strong one. Have you figured it out yet? I'll give you two hints: First, as disparate as these techniques might seem, they all serve the same purpose in relation to the brain... not the presenter's brain, the listener's brain. And second, the area of brain research these techniques are related to is one of the topics we examined in the previous "Brain Connection" article.

The answer? All of these techniques serve to reduce cognitive load, the cognitive load placed on listeners. To review, cognitive load refers to the complexity and amount of information the brain must hold in working memory at once (Cowan, 2010), which has limited

"...in presentation, it is something students do, whereas every other time we talk about reducing cognitive load, it is put forward as something teachers have to do."

have to do, allowing them to focus their resources on the message instead.

So, I spend a lot of time teaching my presentation students how to reduce cognitive load. And what I really love about this idea is that, in presentation, it is something *students* do, whereas every other time we talk about reducing cognitive load, it is put forward as something *teachers* have to do.

In fact, I have been noticing other areas where teaching students to reduce cognitive load helps their communication skills, including writing, desktop publishing, slide design, and even conversation. So, I wonder: Has our universal access to media brought us new standards for communication? I suspect we are entering an age where information design itself will be seen as a basic language skill.



▲ **Reducing cognitive load: Something for both teachers and students to do.**

storage (and no, it is not seven items as commonly believed). For a presentation, that means how much processing the brain must do to unravel the language, which then reduces how much is left over for the message. Complexity, like that in speech contests, results in cognitive overload. When listeners have to use all their resources to figure out the meaning of what is being said, they usually miss most of the message. And it is exhausting.

So let's look at how those techniques reduce cognitive load. Phrasing chunks language into short syntactically connected units ("for a walk // in the park"), so that the audience does not have to do that parsing themselves. Load reduced. Stage movement as punctuation relieves the audience from having to figure out topic changes. Load reduced. Dialog voice and dramatization relieves them from mentally reconstructing the scenes themselves, and spoken language gives them bite-sized pieces to digest. Load reduced even more. These techniques reduce the language processing listeners

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The Author

Curtis Kelly (EdD) founded the JALT Mind, Brain, and Education SIG and is a professor of English at Kansai University in Japan. He has written over 30 books, 100 articles, given over 450 presentations and is the producer of the MindBrainEd Think Tanks. Curtis will also be a featured speaker at KOTESOL 2019, talking about the *Neuroscience of Learning* and *Ten Principles of TBLT*.



Gestures Change Minds

By Bodo Winter, Featured Speaker at the 2019
KOTESOL Intl. Conference

I can't wait to be back in Korea! I attended my first KOTESOL conference in 2017 and remember feeling inspired by the warm and welcoming community. Having taught English in Korea more than a decade ago, KOTESOL has a special place in my heart as it allows me to re-connect with Korean culture and as it allows me to observe the changes that have happened in English education over the years.

I am now coming back to give several talks, including a talk on my research that looks at the importance of gesture and body movements, and its relevance for language learning. There is a wealth of evidence showing that gestures are integral to successful communication. To give you just one example, see whether you can answer the following question:

"Next Wednesday's meeting has been moved forward two days; what day is the meeting on now?"

It turns out that both "Monday" and "Friday" are

and English-speaking friends!

The study of gesture brings linguistic research closer to how language learning actually happens in the classroom, where students and teachers naturally use their bodies to communicate with each other just as much as they use language. Some research suggests that the gestures that teachers use have a deep impact on student learning success, and there are also studies that suggest it is important for students to be able to gesture themselves, as doing so helps them to form richer memories of concepts. At KOTESOL, I am excited to be learning about new developments in teaching and education to see what role gesture could play there.

In addition, I will give two more career-focused talks. One will be on the MA Applied Linguistics and MA TESOL distance learning programs [University of Birmingham, UK] – come if you are interested in pursuing a degree with us to hear about the structure of our program! In addition, I will be giving a talk entitled "How to Publish Your Research in International Journals, Conference Proceedings, and Books." Having published research can be a major boost to your career. As a general editor of the journal *Language and Cognition*, and having published more than 50 research papers and book chapters, and two books, I want to share some of my experience about the pitfalls of the publication process and give you ideas for how to pick the publication outlet, prepare your manuscript, and so on.

I can't wait to have another intellectually engaging time and learn from everybody at this year's KOTESOL conference!



possible answers, with about 50 percent of all English speakers saying "Monday," and about 50 percent saying "Friday." The surprising thing is that when you ask the question while moving your hand away from your torso, a listener is much more likely to respond "Friday," and if your hand is moving toward your torso, "Monday" is a much more likely response. The research thus shows that gesture can push you into different directions along the timeline, which is a demonstration of how body movements can completely alter the meaning of a message. Try this out with your students

The Author

Bodo Winter is a featured speaker at the 2019 KOTESOL International Conference. He is a lecturer at the Department of English Language and Linguistics at the University of Birmingham, UK, and is excited to be joining us for this year's KOTESOL conference.



Understanding What We Blend, How We Blend, and Why We Blend

By Kara Mac Donald, Featured Speaker at the 2019 KOTESOL Intl. Conference

Introduction

Students study what is prescribed for most of the K–12 educational experience. They then pursue a university degree with the objective of acquiring a professional skillset with the expectation of being competitive in the job market, assuming the market has a need for the specialized skillset. In markets like Korea, and elsewhere, a large number of individuals with specialized undergraduate and advanced degrees struggle to compete in competitive job markets. Graduates often feel at a loss, believing they made a responsible degree choice having assumed that a specialized degree (e.g., engineering) compared to a general humanities degree (e.g., liberal arts) would make them more competitive in the job market.

However, this has changed as employers want not only a specialized professional but also one that possesses a broad skillset: an individual who can work within a team, write grants, think creatively, solve problems, and so on. Graduates need more than one specialized skill if they want to be competitive in today's job market (Ryan, 2016). This is in part due to technological advances, but also a change in how businesses understand themselves and their ability to compete in a more global market.

This article examines why today's market demands a diverse skillset and how this informs English language teaching (ELT) to both prepare students at all educational levels for the world they will enter as a professional and a member of society.

Current Economy and Cross-, Multi-, and Inter-Disciplinary Studies

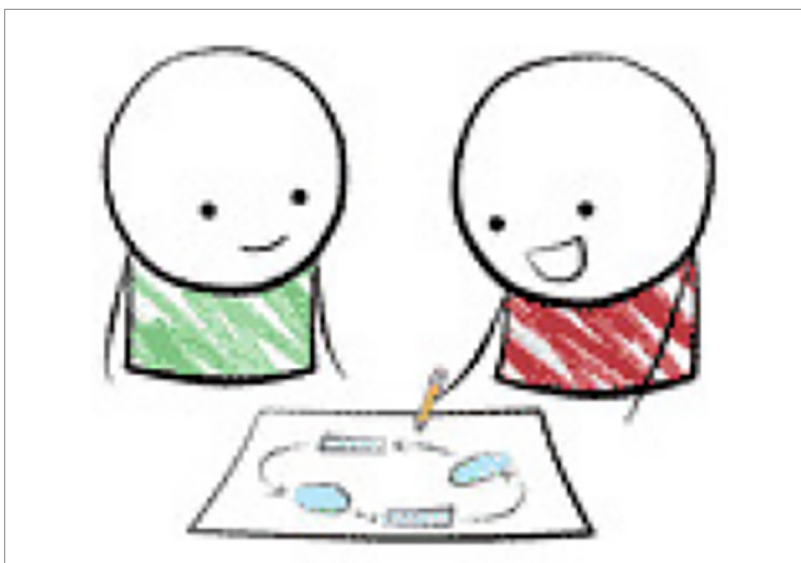
Up until the industrial revolution, religion and classical texts framed education, addressing issues of morality and science fundamentals. Then, at the end of the

“By offering students the opportunity to make connections between disciplines, they obtain a new and distinct way of understanding content and the world.”

nineteenth century, education took on the role of preparing individuals for the industrializing economy. A specialized education base was what the market needed. This altered the structure of university education with emphasis on disciplinary studies and research. In essence, higher education changed to producing a specialized skillset.

However, with the modern economy has come a demand for non-discipline-specific studies and work environments. This has led to various approaches reflecting new ways of operating. Cross-disciplinary approaches view one discipline from the perspective of another. Multi-disciplinary approaches use experts from different disciplines working together to benefit from each discipline's knowledge. Inter-disciplinary approaches incorporate knowledge and methods from different disciplines, using a synthesis of approaches as one.

For example, agriculture makes use of genetic research and drone technology to produce desired taste and texture, improved yield, and crop maintenance



▲ Beyond collaborative language learning, we can utilize “cross-,” “multi-,” and “inter-” disciplinary approaches.

and oversight. Areas of the medical industry draw on work from psychology to address the mind-body connection to address responses to stress, chronic pain conditions, and post-traumatic stress disorder. Sport psychology draws on biomechanics, physiology, kinesiology, and psychology to teach cognitive and behavioral strategies to improve athletic performance. In much the same way, ELT blends disciplines, approaches, and technologies for its needs in diverse contexts, institutes, and classrooms.

ELT Blending Disciplines, Approaches, and Technologies

Entering into the Information Age and the Era of Globalization, education across contexts examined what students needed to be competitive. In part, the focus was 21st century skills: critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, leadership, initiative, productivity, social skills, and more, depending on your source. These skills are informed by content and practice in domains outside of one core subject. The same occurred in ELT, examining the need for the above skills but also for cross-cultural competence (ACTFL, 2014), which also

requires instruction from domains outside of language. The larger framework of developing non-language-specific skills was not ancillary but part of the core of instruction.

Beyond Theory and Trends, Instructional Practice in the Classroom

Every teacher brings previous and current knowledge to the classroom (Stillwell, 2013). Each teacher also has at his/her access the invaluable resource of other teachers with diverse personal and professional experiences (Cosh, 1999) to draw on. Once an explicit awareness of utilizing these resources is present, instructional practice can be expanded beyond established boundaries.

As a first example, a teacher (who is a colleague) with a performing arts interest and a social science degree, advanced proficiency in four languages, and socio-cultural competences from living in those distinct countries utilizes all of the above to teach the target language in the classroom. Most impressively, she uses material from performing arts to teach content, build proficiency, and develop understanding between past and current socio-cultural and political contexts. She



uses classic target-language playwright texts, adapted for contemporary students' expression of the same message, for student performance events and regular classroom activities. Students respond positively to the diversity within the assigned curriculum and consequently experience other disciplines' perspectives on language learning and socio-cultural content.

A second example is a personal one, me serving as a summer tutor of a student since 2nd grade and now about to enter 12th grade. He struggled in 2nd grade with the basics of math and reading. With activities based on the community for numeracy and the use of subject-matter level readers for literacy, the student acquired the needed numeracy and literacy skills, supported by content from other fields. Jump to one summer from middle school, reading reputable local and national authors that few teens could relate to, the student struggled. Based on the next year's reading curriculum, the student read scaffolded and adapted texts that addressed the same human, social, or moral struggles in relatable contexts for the student. Another summer, he examined critical race studies based on an upcoming U.S. history course, in the midst of polemic race-focused current events in the country, where the student read scaffolded, above-level texts and listened to media-recorded lectures on current occurrences and related them back to topic-related, at-level history texts. Now, in high school, science courses are the struggle. Again, based on the coming-year science course syllabus, study sessions presented readings, assignments, in-home hands-on labs, and a field trip for real-life application of all content. Throughout all the years, the student received support and learned content from the identified subject, but the student also experienced the voice of experts from different disciplines working together for a broader understanding, used approaches to incorporate knowledge from different disciplines, and identified an application based on synthesizing other knowledge.

Conclusion

By offering students the opportunity to make connections between disciplines, they obtain a new and distinct way of understanding content and the world. In essence, they may approach the same problem or project differently, which offers an innovative way of learning that encourages collaboration, development of critical thinking skills, and realistic opportunities for growth. And the youth will not only navigate the world, they will better direct it.

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Kara Mac Donald is an associate professor at the Defense Language Institute, Monterey, CA, USA. Her background consists of over twenty years in foreign language teaching, teacher training, curriculum design, and faculty development across elementary, secondary, and higher education. She earned a master's in applied linguistics, TESOL and a doctorate in applied linguistics.



KOREA TESOL INTERNATIONAL CONFERENCE 2019

TWO-DAY SCHEDULE OVERVIEW

Saturday, October 12

08:00 – 07:00	Conference Registration
09:00 – 09:45	Concurrent Sessions / Invited Session
10:00 – 10:45	Concurrent Sessions / Featured Session & Invited Session
11:00 – 11:25	Opening Ceremony
11:25 – 12:15	Opening Plenary Session: Dr. Rod Ellis
12:15 – 13:30	Lunchtime Break & Special Events
13:30 – 14:15	Concurrent Sessions / Featured Session & Invited Session
14:30 – 15:15	Concurrent Sessions / Featured Session & Invited Session
15:30 – 16:15	Concurrent Sessions / Featured Session & Invited Session
16:30 – 17:15	Concurrent Sessions / Featured Session & Invited Session
17:30 – 18:15	Concurrent Sessions / Featured Session & Invited Session
18:15 - 19:15	KOTESOL Membership Social

Sunday, October 13

08:00 – 13:00	Conference Registration
09:00 – 09:45	Concurrent Sessions
10:00 – 10:45	Concurrent Sessions / Featured Session & Invited Session
11:00 – 11:50	Sunday Plenary Session: Dr. Andrew D. Cohen
11:50 – 12:50	Lunchtime Break & Special Events
12:50 – 13:35	Concurrent Sessions / Featured Session & Invited Session
13:50 – 14:35	Concurrent Sessions / Featured Session & Invited Session
14:50 – 15:35	Concurrent Sessions / Featured Session & Invited Session
15:45 – 16:00	Closing Ceremony and Raffle
16:15 – 17:00	Korea TESOL Annual Business Meeting (ABM)

This schedule is subject to slight changes.

Older Language Learners and What We Can Learn from Them

By Stephen Ryan, Featured Speaker at the 2019 KOTESOL Intl. Conference

We are all getting older. Although there may be times, perhaps in response to some early morning aches and pains or a poorly timed glance in the mirror, when we wish this were not the case, in my experience, most of us tend to be relatively content with the perspective that comes with age, and few of us would wish to return to our younger selves. This is just as well since more and more of us are living longer than ever before. Within the broader public discourse, these profound demographic shifts occurring across the economically developed world have been framed in terms of "Armageddon demographics," primarily concerned with the various crises likely to be caused by a rapidly aging population. Within the narrower field of foreign language education, these changes have barely registered.

In this short article, largely based upon my own personal experiences of teaching older language learners, I hope to first make the case for a more positive account of our aging society; more people are living longer, more-rewarding lives, and this is a cause for celebration. I will move on to argue that this is an area that demands serious attention from language educators, and finally, I will close by asking if there is anything that language educators in general, especially those involved with teaching foreign languages as a compulsory school subject, may learn from a consideration of older foreign language learners.

Early Experiences of Teaching Older Learners

Looking back at my own personal experience with older language learners, I can see that, certainly in my early days, I was guilty of bringing a deficit model into my classroom. As a relatively young teacher, I remember being asked to teach a "business English" class. It was a new challenge for me, and I prepared very enthusiastically. However, the fatal flaw in my planning was that all my efforts had been based on the assumption of a class full of dynamic, ambitious young professionals; I had not expected a room packed with retirees. I have to confess that I felt both frustrated and disappointed. Nevertheless, since I volunteered to teach the class again, I must have enjoyed it at some level, but this enjoyment was always qualified by a feeling that the class would benefit from a younger group of students. It took me a long time to realize that I was enjoying teaching this class because of the age of the students, not despite it.

There was a whole range of reasons for enjoying teaching these classes. Of course, much of the enjoyment was simply due to the novelty value of a fresh challenge. On the other hand, there were much more fundamental issues relating to my role and function as a language teacher. Interacting with these older learners forced me to rethink some of the assumptions I held about language teaching. Up to that point, I had seen language teaching very much in terms of preparing students for some future use of the language in the so-called "real world" outside the classroom, but listening to my older learners made me realize that they were in the class for very different reasons, and it was up to me to change my approach to teaching to take these reasons into account.

One of the biggest challenges for me was to understand how language acquisition fit this new teaching environment. Previously, I had adhered to a very simplistic model of language teaching in which developing language proficiency was paramount. However, my discussions with these older learners, and eavesdropping on their own conversations with each other, taught me that as a language teacher, I needed to move beyond language. When these learners discussed their learning, their discussions were rarely future oriented, and they hardly ever mentioned developing language proficiency. They referred to relationships with other people, they mentioned the challenge of accommodating their duties as language learners within the broader context of their lives, and they often discussed the difficulties of specific learning tasks. It was clear that for most of them these classes played a significant role in their lives, and the learners took them very seriously. However, it was not



immediately clear to me what benefits these people were deriving from the classes.

Benefits

If older learners are not strongly motivated by the prospect of gains in linguistic proficiency, what is it that motivates them to make such a commitment to language

“Looking at the bigger picture and developing an awareness of some of the ways in which language classes were helping my students develop as people opened up a new dimension to language teaching.”

learning? As someone with a long-standing interest in language learner motivation, this strikes me as a fascinating and important question.

It is possible to separate the benefits of foreign language learning for older people into two broad categories: (a) **cognitive benefits**, such as intellectual stimulation through contact with new patterns of interaction and thought, and (b) **socio-affective benefits**, such as increased opportunities for meaningful communication and connectedness with other people. These two strands may help form the foundations of an exciting new direction in language education research, as at the present time there is almost no empirical data available to support our intuitions about the rewards of foreign language learning for older people. For example, many older learners express a belief in the value of language learning as a means of dementia prevention. If so, this is a remarkable discovery, but there needs to be coordinated systematic research before we can make any such claims. Older language learners appear to benefit from language learning in ways that go beyond the simple instrumental value associated with proficiency in the target language. Researchers need to know more about these benefits, and teachers need to know more about the pedagogic implications of this.

Learning from Older Learners

Earlier, I mentioned my awareness of the need to become a language teacher capable of moving “beyond language,” that developing linguistic proficiency was not the sole function of my teaching. Indeed, many times it was not even one of the primary purposes. I found that some of the lessons learned from this experience of teaching older learners to be of great value in my other role as a teacher of young people learning English principally because it is a required element

of the curriculum. Thinking of the individuals in my classroom as people, not simply as “language learners,” reinvigorated my teaching. One of the most pleasing consequences of this new outlook was that I was able to feel a greater sense of achievement as a teacher. After all, if I measured my success as a teacher solely by the gains in linguistic proficiency of my students, I think my career could possibly be described as an abject failure. Looking at the bigger picture and developing an awareness of some of the ways in which language classes were helping my students develop as people opened up a new dimension to language teaching. I found myself adapting my teaching to fit the lives of my students rather than trying to change their lives to fit the assumptions of foreign language education.

Summary

In both my talks at KOTESOL 2019, I hope to pursue some of the themes touched upon in this brief article. In my invited session, I intend to focus on the context of older learners, considering some of the lessons these learners may have for those of us involved in general language education. Nevertheless, I also have to hold up my hands and admit to an ulterior motive here: This is an

“Older language learners appear to benefit from language learning in ways that go beyond the simple instrumental value associated with proficiency in the target language.”

exciting area that I have only recently begun to research seriously, and I am hoping my talk will encourage others to get involved. In my featured session, I plan to explore the idea of moving “beyond language.” As language teachers we are comfortable with language. Moving beyond language opens up a whole new set of risks, challenges, and opportunities.

The Author

Stephen Ryan has been involved in language education for over 25 years, and for most of that time, he has been based in Japan. He is currently a professor in the School of Culture, Media, and Society at Waseda University in Tokyo, and he is a featured speaker at this year’s KOTESOL International Conference.



Blending Disciplines: A Journey from Medicine to Applied Linguistics

By Peter Roger, Featured Speaker at the 2019 KOTESOL Intl. Conference

I am genuinely energized by the theme of this year's KOTESOL International Conference: "Advancing ELT: Blending Disciplines, Approaches, and Technologies." As a medical practitioner turned language teacher and applied linguist, the blending of disciplines has been – and continues to be – the defining theme of my working life. Reflecting on my own experiences, I have come to realize how important it is for all of us engaged in the spheres of applied linguistics and language teaching to value the unique blend of skills and experiences that we each bring to the table.

A number of years ago, I read an interview with a member of my university community in which he responded to questions about his life and his role in the organization. The final question put to him was "If you could have any job in the world, whose job would it be?" His answer? "My own." When I thought about this, I realized that if I were asked the same question, I would give exactly the same answer. But it wasn't always this way...

My original career choice was medicine, and I enjoyed many aspects of my medical studies. It was only when I began working as an intern and resident that I started to question seriously whether I'd made the right choice. I considered various medical career paths but couldn't find anything that I felt enthusiastic about. Most of my friends were busy in the early stages of building a career, yet all I could think about was how I wanted to do something different.

A gap year took me on a working holiday to Japan, where I taught (with no training!) at an English conversation school. Here I discovered – quite by accident – a job that gave me energy and left me

(and they were too polite to remind me). How could I turn this working holiday job into a career, I wondered? And what about my medical studies? Would they just go to waste if I took a new direction?

Speech Pathology and Linguistic Diversity

Back in Australia, I began specialist training in rehabilitation medicine. Here I worked as part of multidisciplinary healthcare teams and became particularly interested in the work of the speech



pathologists in assessing and providing therapy for people who had developed aphasia following a stroke. I stayed with rehab medicine for nearly three years but, once again, felt the need to pursue a career outside clinical medicine. I enrolled in a PhD program in communication sciences and disorders, having no idea what I would do with the degree once I finished it. I did know, however, that the research I would be doing on the assessment of language disorders in linguistically diverse patients was of real interest to me. This was a way to bridge my love of language and my medical background. It was my first attempt at blending disciplines.

English for Medicine

Having enjoyed my initial English language teaching experiences in Japan, I had completed an RSA Certificate in Teaching English as a Foreign Language to Adults (the precursor to the

“With these experiences came the gradual realization that what I really wanted to be was an applied linguist: a person who uses the study of language to help tackle real-world problems.”

feeling happy and fulfilled. I enjoyed teaching so much that I didn't realize that I was supposed to give the students a break in the middle of our two-hour classes

CELTA) when I returned to Australia. This additional (albeit basic) qualification led to the opportunity to work with a group of medical students from diverse language backgrounds at the University of New South Wales while completing my PhD studies. Here I found that my own experiences in medicine, together with my preliminary training in language teaching, allowed me to provide practice and feedback that was grounded in the activities (such as taking histories and presenting cases to their clinical tutors) that these students needed to perform as apprentice medical doctors. It was at this time that I realized that ELT was not simply about the nuts and bolts of language. It was a means of empowering individuals to enact the range of social and professional identities that they wanted to claim for

“For me, the opportunity to blend disciplines and engage in interdisciplinary work is very satisfying, as it provides insights that can inform both clinical practice and the teaching of language for specific purposes.”

themselves and helping them to achieve their life goals. With these experiences came the gradual realization that what I really wanted to be was an applied linguist: a person who uses the study of language to help tackle real-world problems.

Researching Clinical Communication

In my academic work in the Department of Linguistics at Macquarie University, I have had opportunities to pursue the blending of disciplines in more ways than I could ever have imagined. I’ve been able to continue my work with colleagues in speech pathology to carry out research that aims to improve the ways in which speech pathologists and interpreters work together in the assessment and rehabilitation of language disorders in multilingual speakers (Roger & Code, in press). I’ve also been able to collaborate with colleagues in linguistics and medicine on a range of research projects to advance our understanding of communication in medical contexts. One of these projects looked at the ways in which the development of trust in clinical consultations can be traced by examining the communicative choices made by the specialist throughout the encounter (O’Grady, Dahm, Yates, & Roger, 2014). Other projects have focused on international and local medical graduates and their approaches to communicating with colleagues in “clinical handover” situations (Roger, Dahm, Yates, & Cartmill, 2016).

Some of my closest collaborators are also discipline-blenders. Tonia Crawford (a registered nurse and

applied linguist) has led a fascinating study to understand how rapport is “discursively constructed” in nurse–patient clinical encounters (Crawford, Roger, & Candlin, 2018). My colleague Sally Candlin (also a registered nurse and applied linguist) and I published a book entitled *Communication and Professional Relationship in Healthcare Practice* (Candlin & Roger, 2013). Targeting healthcare professionals, we use the analytical tools of applied linguistics to show how communicative choices in healthcare encounters can have profound effects on clinical outcomes.

Final Thoughts

For me, the opportunity to blend disciplines and engage in interdisciplinary work is very satisfying, as it provides insights that can inform both clinical practice and the teaching of language for specific purposes. Not long ago, I exchanged some emails with a friend with whom I’d studied medicine. He noticed the email signature that gave my current role as Director of Postgraduate Programs in Applied Linguistics and TESOL. He commented, “That must be a nice gig to have.” He’s absolutely right. For me, it is the best job in the world.

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The Author

Peter Roger is Associate Professor and Director of Programs in Applied Linguistics and TESOL at Macquarie University in Sydney, Australia. His research interests lie in the field of health communication, with a particular focus on topics relating to linguistic diversity. He also publishes and supervises in the areas of language learning, motivation, and identity.





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