



KOTESOL
대한영어교육학회

THE ENGLISH CONNECTION

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

Designing, Writing, and Teaching an Email Writing Course

By Kathy Brenner

I've always wondered what it would be like to take complete control of a new course - to design it, write it, and teach it - to be responsible for everything, soup to nuts. Well, I no longer wonder. With a background in writing for medical publications, I was asked to create an email writing course for intermediate-level students in a business English curriculum. In the corporate development and training center where I work, oral communicative competency is emphasized, with very little concern for writing proficiency. Recently, there has been a dawning realization among management that our students' writing skills lag far

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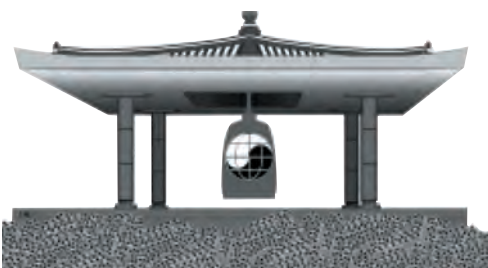
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Robert J. Dickey

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David E. Shaffer

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Sam Henderson

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Steve Garrigues

Teacher Maxims
Glenn Hadikin



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

December 2005

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Daring to Lead

March 15-18, 2006
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THE ENGLISH CONNECTION

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

A New Beginning

Writing to you as the new KOTESOL president is both a pleasure and a privilege. Many exciting projects are being planned for the year ahead, but first, I would like to express my sincere gratitude to Dr. Yeum, our Immediate Past President. Dr. Yeum has been a source of guidance with great vision, and I learned from her how to transform vision into reality.

There are others that I feel particularly thankful to during my year as the First Vice-President. They include Dr. Robert Dickey, Sharon Morrison, and Dr. David Shaffer, to name but a few. These people, veterans as some may call them, taught me a great deal about Korea TESOL. They certainly know how to make things work within our association! There are many others who have gone unmentioned due to space limitations, but I hope they know that I really appreciate their involvement in KOTESOL.

President's Message

This year, we will expand our efforts to increase cross-cultural understanding. To this end, Melanie van den Hoven has kindly agreed to head the Culture Committee and pursue the creation of more culture-related events in KOTESOL. Even as you read this, activities and events are already in the planning stages, so expect to hear from us with announcements about these in the near future!



I hope to continue the many projects initiated by Dr. Yeum last year, the main one of which was to increase membership. David Kim tackled the membership card and certificate project with tremendous results. To compliment our new cards, a membership booklet is now in development. This prospective booklet will include cultural information about Korea and other countries, teaching tips, and various other items thought to be useful to our members. If you have any suggestions as to what you would like to see in this booklet, do let me know!

Our membership database is a very important management tool that helps our association to run smoothly and ensures that our members receive benefits in a timely manner. Stephen Bew, last year's Database Manager, has made significant headway in improving and maintaining the database. To assist Stephen in his role, I have created a new Council position. As Data Services Committee Chair, Stephen will be able to choose a committee to help him with this extremely demanding job.

A handwritten signature in black ink, which appears to read 'Louisa Kim'.

Louisa T.C. Kim
Korea TESOL President

Lord Byron (1788-1824) said, "To rest is almost wronging such a night as this." Similarly, it would be wrong to allow a valuable resource such as Dr. Yeum to rest in her position as Immediate Past President. Instead, she will be heading our project to grow leaders and leadership skills within KOTESOL. It goes without saying that nurturing leadership is an important task. It is through strong leadership that our association has grown to what it is today, and it will only be through strong leadership that it will continue to grow. Therefore, I am

grateful that Dr. Yeum has agreed to undertake this project.

Chapters require strong support from officers in the National Council, and I expect to devote my time and energy in the upcoming year to support local chapters as much as I possibly can. This past year in particular, chapters have planned professional development events that aim to stimulate and motivate English teachers in Korea. The two most recent events have been the 5th Suwon-Gyeonggi Conference held at the University of Suwon, and the KOTESOL Young Learners and Teens Symposium co-hosted by the Daejeon-Chungnam Chapter and the YL-SIG at Nazarene University in Cheonan. These two events have been inspirational and effectual. Undoubtedly, our chapters will be as active in the coming year as in this one in their offerings of conferences, symposia, and other events to serve the professional needs of our members and our communities.

In closing, I would like to thank you all very much for your support in sculpting this new beginning. I foresee a fantastic and fun year ahead of us!



The Korea TESOL Journal

CALL FOR PAPERS

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

Inquiries / Manuscripts to:

Dr. Hee-Jeong Ihm, Editor-in-Chief, at
heejihm@empal.com

Submissions are being accepted for publication in
Korea TESOL Journal, Volumes 8 & 9.

The Korea TESOL Journal accepts submissions on a continuous basis.

THE ENGLISH CONNECTION

Contributor Guidelines

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

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

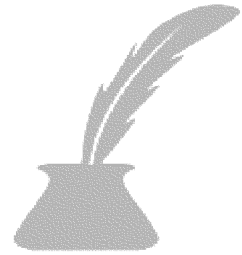
Short Features or Reports: These should be 700-1,400 words in length and should focus on events of interest to EFL practitioners.

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

Reviews: Reviews of books and other teaching materials should be no more than 700 words in length. Submissions should be of recently published materials not previously reviewed in a Korea TESOL publication.

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

Season's Greetings



The *English Connection* staff wishes you a happy and safe holiday season. Along with yuletide greetings, we bring to you a lovely stocking stuffer, namely this year's fourth issue of TEC. In addition to our regular contributors' columns, we also have a host of new writers penning their first articles with us. This undoubtedly adds to the variety and voice of TEC.

Cover to Cover

- Kathy Brenner, an instructor and curriculum designer at the Samsung Global Management Institute, shares with us her experience of designing, writing, and evaluating an email course. Most teachers, at one time or another, have participated in one or more stages of the course development cycle and can relate to Kathy's observations and experience. If not, think of the feature as a vicarious adventure in course development.
- KOTESOL President Louisa Kim has issued her first *President's Message*. Do read her message to find out more about KOTESOL's 2006 agenda. In *Professional Development* we welcome substitute author Glenn Hadkin. Glenn, originally from the UK, has set up shop in Daegu and is now working on his MA. In his studies, he came across a compelling Jack Richards article that forced him to think about teacher maxims. Glenn asks readers to reflect on their own values that guide classroom practice. *CALL*, introduced in the September issue of TEC, has undergone a name change: *Connecting with CALL*. Samuel Henderson, a Busan Chapter member, has graciously accepted the positions of column editor and facilitator of the CALL Special Interest Group. In his first article, Sam writes about the power of concordancers. Mario Rinvoluceri, a popular featured speaker at the International Conference, sat down for an interview with Rob Dickey, who now gives us the nuts and bolts of that one-on-one. *Global Contexts* also has a guest writer, Bill Snyder, who reports on teaching in Turkey. Former Busan Chapter member John Baker and a colleague review former KOTESOLer Thomas Farrell's new book, *Reflective Practice in Action: 80 Reflection Breaks for Busy Teachers*. And finally, in *Members' Forum*, Peter Kipp offers constructive remarks in response to Tim Thompson's September feature article, *Reading Aloud: What's the Benefit?*
- Daegu-Gyeongbuk Chapter President Dr. Steve Garrigues takes us on a *Chapters in History* tour. Steve provides a lively history that begins with the social and political upheaval outside the gates of the American Culture Center where the chapter's first meetings were held and ends with their recent summer conference at KNU. Jack Large ponders poetry's pre-historical roots and makes the case for its use in *Writing Right*. If your students tend to be reticent, read *Training Notes*. Douglas Margolis counsels readers on negotiation strategies and the benefits of silence.
- *Word Whys* makes for timely reading. Dr. David Shaffer gets into the Christmas spirit by presenting us with the etymological gift of Christmassy words. This is followed up with his interview of long-time KOTESOL member Tony Joo of Daejeon-Chungnam Chapter. Back by popular demand are Melanie van den Hoven with *Culture Corner*, who documents attitudes about the status of English as an international language, and Ksan Rubadeau with *Grammar Glammar*, who continues with part two of her essay on relative clauses. Jason Renshaw solves typical problems facing Korean teenage writers in our *Young Learners* column. Dr. Andy Finch, in *Action Research*, addresses the issue of just how appropriate TESOL research is in Asian EFL contexts and then offers suggestions for publishing your classroom-based findings. *Web Wheres* highlights our partners' websites offering practical teacher resources.
- There is also news to report. KOTESOL members have been actively pursuing professional development. Check *'Round & About KOTESOL* for up-to-date news on who, what, where, when, and why. We have a chronicle of conference events, including the Asia TEFL Conference in Beijing and the YL and Teens Symposium. Chapters and Special Interest Groups also have news to report in *KOTESOL in Action*. Newly elected officers and appointed chairs can be found in *Who's Where in KOTESOL*. And don't forget to check the *International and Korea Calendars* for upcoming events.

From the Editor's Desk

Jake Kimball, Editor-in-Chief

Continued from page 1.

behind Western expectations, and with this new awareness came a request to design and implant an email writing course - a form of written communication that is used on a daily basis in the office and across international borders. The course was to be designed as a five-week elective for a special program targeting a select group of company employees (trainees) in their 30s who would be sent overseas for English language study, acculturation, and professional development. In the coming years, these trainees would have increased potential as candidates for expatriate management positions.

Course Development

Many ESL professionals have already defined course development, so I won't attempt to reinvent the wheel; however, I will offer an explanation of what it means from my point of reference; that is, course development is an evolving set of teaching and learning objectives that take teacher and students in a defined direction. In my case, the development of the email writing course was an experience in designing, writing, teaching and revising - all of which would lead to the re-teaching of the course at a later date. The email writing course was not a static process, but one that took on a life of its own by expanding, contracting, and changing. R. K. Johnson, as cited in Graves (1996, p. 4), states that a course is "a continuing and cyclical process of development, revision, maintenance and renewal." There was no set framework, but a dynamic, on-going process that continued to alter itself until objectives were met and questions answered [Fig. 1].

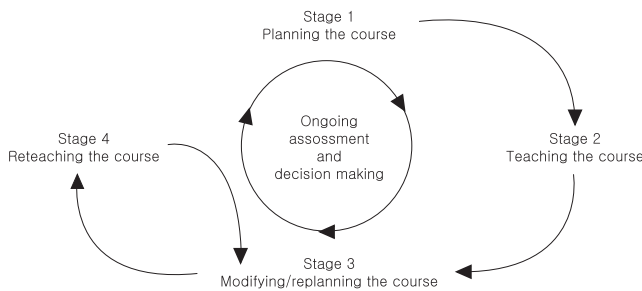


Figure 1. The process of course development for the teacher (Graves, 1996, p. 4)

In addition to teaching and learning objectives, the thought process for designing the email writing course also involved personal teaching experiences and influences, as well as previous experience working on an ESL book publication. Concerning the writing assignments, culture played a significant role in creating these tasks because they had to reflect real-world connections and appropriateness of language for specific intercultural encounters for trainees transferred overseas.

Creating and Writing

With release time, I had five weeks to complete this

task. I gathered my ideas and set to work. I spent the first week researching mainstream publications (Angell & Heslop, 1994; Flynn, 2001), ESL course books, and material on the Internet to see what was already published. Once I had done my research, collated my notes, and made decisions on necessary reference points, I devised the topic headings and subheadings, and was ready to design the new course. The next three weeks were spent solely on writing and designing the course and the page layout for each unit of the student workbook. Decisions had to be made concerning the selection of writing tasks, introductory brainstorming questions, supportive language (topic-related expressions and vocabulary), exercises, grammar structures, and writing assignments.

Peer editing forms required special attention because many of the trainees had never been exposed to this task. At the beginning of the course, I simplified these forms so that the trainees wouldn't be overwhelmed by the process. Trust and confidence in a peer's evaluation and suggested corrections was another problem to be dealt with. I knew that the trainees would question why they should pay attention to their peers' comments when they weren't fluent English speakers (*What do they know?*). I could imagine their responses: *Only the teacher knows what is right and wrong.* By keeping the peer editing process simple at the beginning, the confidence and trust issues dissipated, and over time, trainees became more comfortable giving and receiving editing comments.

By the end of the fourth week, the proofreading, editing, and revising process began. By the fifth week, the basic foundation of the new course, which became the student workbook, was ready for the printer. It was exciting to watch the process unfold and to anticipate one's work bound and in print, ready for course instruction!

The Student Workbook

The student text consisted of an introductory unit, focusing on the customs and conventions of email; a basic foundation unit, 5 units that focused on a specific topic, rhetorical writing style, and supportive language; and finally, a wrap-up unit. Each unit began with a general introductory text explaining the topic and a writing goal for each unit. The text then moved on to a brainstorming component to build schema for the specific topic. The rhetorical writing style entered next, and was followed by email writing samples and some exercises targeting a particular grammar structure. Each unit also required two email writing assignments; the first involved a peer edit and revision, while the second required a new email writing task reinforcing the material learned in that unit.

In addition to the student workbook, I compiled two separate teacher appendices: (a) classroom handouts, including optional grammar exercises, two email quizzes, examples of email formatting and paragraph

layout, and (b) teacher notes, consisting of teaching ideas and suggestions.

Teaching

Because email writing has become a daily necessity for many people today, the trainees approached the class with a positive attitude and were more motivated to improve their email writing skills. Two classes

The course took on a life of its own.

consisting of low- to high-intermediate-level trainees were selected to pilot the new course material. I must admit that I was concerned about the mixed levels in the classes and to what degree this would affect trainee progress. At the end of each unit, they provided feedback on their specific needs and observations that could affect end-of-course revisions for the student workbook. In addition, immediately after teaching each class, I made notes to myself as to what worked well, what needed improvement, critical comments and questions from students, and changes that I had made during the actual teaching process in the classroom.

With regard to the learning environment, the initial idea was to use both the classroom and the computer lab. Needless to say, email writing material is a natural for perfect integration with a computer lab and serves as a nice change of scenery. Unfortunately, our computer lab's layout is not conducive to interactive learning. The arrangement of furniture hindered student communication. The only advantage was the privacy that the carrels provided for student-teacher error correction. Subsequently, we turned the classroom into a computer lab since all trainees were equipped with laptops. This was not an ideal situation either. Classroom conditions were crowded with a sea of laptops, and there was no privacy for student-teacher dialogue and error correction. Even though the trainees didn't mind, the classroom situation was a personal disappointment.

One of the most interesting facets of teaching this course was dealing with the idea of perceived education

Building confidence in peer editing was an issue to be dealt with.

level (how the email sender's level of education is perceived by the receiver) and how this and personal image are reflected through one's writing ability. When communicating by email with English-speaking foreigners, questions concerning the adequacy of language ability and degree of knowledge (of the sender as perceived by the recipient) surface as issues to be

dealt with.

I hoped that the most significant benefit of this course would be its potential to reinforce the need for better writing skills and a more in-depth writing curriculum. The course, treated as an elective, was scheduled for one hour a day for a period of five weeks. Floating around in the back of my mind, I imagined the expanded potential for this elective course to become a required, ten-week core class with an academic approach to writing for the first half and the email-writing component for the second half.

Revisions for the Second Edition

Trainees provided written feedback after the completion of every unit. I reviewed the feedback and made notes and categorized comments and suggestions. While teaching the course, I made many notations about additions, changes, and alterations. In addition, I jotted down personal notes, collected newspaper articles on email usage, and designed new handouts (funny email stories, computer cartoons for discussion, customer/tech support dialogues, and disclaimer/confidentiality statements) and task assignments (cultural and social situations overseas). I sorted, organized, and reviewed all feedback and materials. Once this task was completed, it took one week to edit and revise the text in its final form for the second-edition printing; graphic design decisions and artwork were included in these final stages. It was an intense week.

Reflection

As mentioned at the beginning, the impetus for the email-writing course was to improve writing proficiency using email as a vehicle. For a five-week elective course, this goal is questionable, but certainly a heightened awareness of better writing is attainable.

Regarding reflection, I would like to share some missteps, issues, a discovery, and success. Let's start with missteps. From trainee feedback and my copious teacher notes, I realized that I needed better instructions for grammar exercises and more detailed information for email writing tasks.

Next, some issues. As previously mentioned, there was the challenge of the classroom as a computer lab. This was not ideal but workable. Another issue was the multi-leveled intermediate classes. I thought this might be problematic for teaching and trainee learning, but like-levels sat next to each other, facilitating help and advice for their colleagues.

Now for the discovery: I learned that I really enjoy having total control over a course - to design it, write it, teach it, and be responsible for the final revisions. However, possession is a powerful thing. Be aware that the materials writer must remain objective about changes, deletions, and additions. All feedback must be reviewed and considered; the writer must be objective

about his/her observations and be willing to part with components that aren't relevant and meaningful to the student.

It was the feedback from the last unit of the workbook that spoke of success. The final unit focused on a 20-minute, question-and-answer brainstorming session in small groups. The trainees reflected on the course and all material learned. Afterwards, the trainees came together as a class and shared their ideas. As the creator of this course, it was music to my ears to hear the positive feedback on how a brief exposure to email writing had opened their eyes to improved writing

Student feedback told of feeling more confident in writing email.

skills, better awareness of informal versus formal usage, and increased knowledge of the customs and conventions of current email standards. One student commented on feeling more confident in writing an email; another said that he felt more confident in writing to a foreigner. Final words told of how one trainee would take on the responsibility of sharing what he had learned in class with his co-workers in his office. The trainees were aware of the significance of their feedback and that it would assist in making final revisions in the workbook. Leaving class that day left me with a great sense of reward and that the job was

well done.

Knowing what I know now, with all teacher and student feedback read and reviewed, and with the final revisions completed and ready for a second-edition printing, the next time this course is taught, it will be more meaningful, relevant, and in tune with the students' needs for living and communicating while overseas. With a better awareness of professional writing standards, the trainees will be better able to use their writing skills to communicate into the future.

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Flynn, N. (2001). *The e-policy handbook*. New York: American Management Association.

The Author

Kathy Brenner has been an ESL instructor and curriculum designer at Samsung's Global Management Institute in Yongin City, Gyeonggi-do, since 2004. Prior to that, she taught IEP and custom-designed business programs at Northeastern University and was a writing consultant at the Harvard School of Public Health. She has her MAT degree in ESOL from the School for International Training in Vermont, USA. Email: Kathy_Brenner@hotmail.com



KOTESOL National Conference

***Helping Students Open Doors to Learning:
Sharing What Works in the Korean ELT Classroom***

Saturday, May 13, 2006

Hoseo University, Asan, Chungcheongnam-do

Korea Calendar

Compiled by Jake Kimball

Conferences

Dec 17 '05 The 10th Korea Association of Foreign Language Education (KAFLE) International Conference: "Worldwide Tendencies in Foreign Language Education and the Korean Perspective." Hankuk University of Foreign Studies, Seoul, Korea. (Email) shinhyuk@hufs.ac.kr (Web) <http://www.kafle.or.kr/>

Feb 4 '06 The Korea Association of Primary English Education (KAPEE) 2005 International Conference: "The Past 10 Years of and the Prospects for Primary English Education." Gyeongin National University of Education, Anyang, Korea. (Email) mowon@cue.ac.kr (Web) <http://www.kapee.org>

Apr 29-30 '06 The Asian EFL Journal International Conference: "Task-based / Content-based Teaching - A New Future or Temporary Trend?" Dongseo University, Busan, Korea. (Email) johnadamson253@hotmail.com (Web) <http://www.asian-efl-journal.com/>

May 13 '06 KOTESOL National Conference: "Helping Students Open Doors to Learning: Sharing What Works in the Korean ELT Classroom" Hoseo University, Asan-si, Chungnam-do. Email: jollyaaron7@yahoo.com.au (Web) <http://www.kotesol.org/daejeon/>

May 20 '06 KOTESOL Seoul Chapter: "Classroom Management: Creating a Successful Classroom." Hanyang University, Seoul, Korea. (Email) thorkor2000@yahoo.com (Web) <http://www.kotesol.org/seoul/>

Jun 23-24 '06 KATE 2006 International Conference: "Beyond the Horizon: Extending the Paradigm of TEFL." Hanyang University, Seoul, Korea. (Email) jbkahn@chonnam.chonnam.ac.kr (Web) <http://www.kate.or.kr/main/index.htm>

Calls for Papers

Dec 15 '05 KOTESOL Proceedings 2005. Submissions limited to presenters at the Korea TESOL International Conference 2005. (Email) 2005proceedings@gmail.com

Jan 10 '06 for Jun 23-24 '06 KATE 2006 International Conference: "Beyond the Horizon: Extending the Paradigm of TEFL." Hanyang University, Seoul, Korea. (Email) jbkahn@chonnam.chonnam.ac.kr (Web) <http://www.kate.or.kr/main/index.htm>

Jan 31 '06 for Apr 29-30 '06 The Asian EFL Journal International Conference: "Task-based / Content-based Teaching - A New Future or Temporary Trend?" Dongseo University, Busan, Korea. (Email) johnadamson253@hotmail.com (Web) <http://www.asian-efl-journal.com/>

Apr 1 '06 for May 13 '06 KOTESOL National Conference: "Helping Students Open Doors to Learning: Sharing What Works in the Korean ELT Classroom" Hoseo University, Asan-si, Chungcheongnam-do. Email: jollyaaron7@yahoo.com.au (Web) <http://www.kotesol.org/daejeon/>

Apr 31 '06 for May 20 '06 KOTESOL Seoul Chapter: "Management and Motivation in the EFL Classroom." Hanyang University, Seoul, Korea. (Email) thorkor2000@yahoo.com (Web) <http://www.kotesol.org/seoul/>

Ongoing. Korea TESOL Journal, Vol. 8. (Email) scott.honam@gmail.com, kotesol@asia.com

Submissions

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

A Quote to Ponder

**I have witnessed too many
"acts of instruction" -
and not enough
"experiences of learning."**

*Scott Thornbury, ELT writer
ELT Journal 55(4), 2001*

Daegu-Gyeongbuk Chapter: Since 1993

By Steve Garrigues

For Daegu, it all started in 1993. The previous year, in late 1992, AETK (the Association of English Teachers in Korea) and KATE (the Korea Association of Teachers of English) had decided to join forces to form Korea TESOL. Two individuals, Chuck Mason and Patricia Hunt of Yeungnam University, who had both been active in those parent organizations, were the motivating force behind the creation of the Daegu Chapter of the newly established KOTESOL. They were tireless in their efforts to gather potential members in the Daegu area, and it was probably their enthusiasm more than anything that attracted such a wide range of English teachers, both Korean and native speakers, to those first meetings.

A man whom many knew as the “grandfather” of English teachers in Daegu was also instrumental in getting KOTESOL started. Arthur McTaggart first came to Korea in 1953 with the US government and served as the Director of the USIS Center in Daegu until 1963. After a full career in the US Foreign Service, including a period in Vietnam, he retired and returned to Korea in 1973 to take up a teaching position at Yeungnam University in Daegu, where he remained for 22 years. Through him, the American Culture Center in Daegu agreed to provide the venue for KOTESOL meetings, and in June of 1993, the first official KOTESOL meeting took place there.

In October of 1993, a number of Daegu members attended the first KOTESOL National Conference held in Iri (now called Iksan), and they brought back new ideas and enthusiasm about the potential for the organization. In the fall of that year, the first Daegu KOTESOL Chapter “Board” was elected, with Dr. Chae Joon-kee as President, Steve Garrigues as First Vice-President, Hwang Tae-gun as Second Vice-President, and Oh In-sook as Secretary-Treasurer. The three other members of the Board were Ray Lafferty, Kari Kugler-Choi, and Kim Hae-yeon. Pat Hunt and Chuck Mason agreed to help as “assistants” but declined to be elected as Chapter officers. The following year Chuck returned to the US, but Pat remained as an active supporter and was elected as the National KOTESOL Second Vice-President.

For the first several years, KOTESOL in Daegu enjoyed a good relationship with the American Culture Center, and several of the Center’s Directors were invited as speakers at Chapter meetings, including Robert Ogburn, Dr. Sherril Davis, and Richard Huckaby. The facilities were comfortable and sufficient for our meetings, they were provided to us free of charge, and everyone knew exactly where the place was. There was, however, one drawback. During those days of budding

Korean democracy, the American Culture Center, as a very visible symbol of the American government’s presence in Korea, was often the focus of student demonstrations.

Gradually, security became tighter and access to the building began to be more and more restricted.

It was not uncommon to arrive for a KOTESOL meeting to find the building facade splattered with paint or the black burn marks left by petrol bombs. At other times, KOTESOL members and guests had to make their way through cordons of black-garbed and helmeted riot police. Several meetings had to be cancelled because of demonstrations, and once a meeting was unexpectedly prolonged because no one could leave until the student demonstrators had been dispersed. Sometimes attendance suffered as a consequence in those days, but the times were never dull.

It was in 1994 that we initiated our semi-annual KOTESOL Dinner and Social Evening, a practice that has continued to the present. After the July and January meetings, we all gather at a local *galbi-jip* (short ribs restaurant) for fun and food. It was at about that time that we also started our paperback book exchange. The original idea was to provide foreign teachers with a place to swap paperbacks, but we also saw this as an opportunity to encourage Koreans to read English other than just that found in textbooks. Anyone can bring in whatever they have finished, and

Chapters in History

Series Editor: David E. Shaffer

Meetings had to be cancelled because of demonstrations

everyone is free to take whatever looks interesting to them. This has turned out to be a useful and popular service, and we always end up with many more books than are taken. More than anyone, Rocky Nelson has been responsible for helping us maintain our stock of English “light” reading.

The year 1996 was a sad year for Daegu KOTESOL. Tragically, Pat Hunt was diagnosed as having a brain tumor and returned to the US for surgery and treatment. Thankfully, it turned out not to be malignant, but the damage was irreversible. Pat remains her cheerful self and is living with her parents in Texas. She fondly remembers her many friends in Korea, but can no longer communicate very well.

Two significant events took place in 1997. The first was the closing of the American Culture Center at the end of March, and the second was the holding of the KOTESOL National Conference at the Education and Cultural Center in Kyongju (Gyeongju) that October. The USIS was in the process of closing all the American Culture Centers throughout Korea (Busan, Seoul, Gwangju, Daegu), and so we were faced with the task of finding an alternative meeting place. The March meeting was the last one to be held in our old venue, and it was also one of the final events to be hosted by the Culture Center before it closed. Meanwhile arrangements were made to hold the next meeting at the Language Institute of Kyungpook National University. This was a fortuitous choice, and the relationship that has been formed between the KNU Language Center and the Daegu Chapter of KOTESOL has proven to be a lasting one.

We all gather at a local galbi-jip for fun and food.

With the Kyongju National KOTESOL Conference of 1997 being held right in Daegu Chapter's "backyard," so to speak, there was heightened interest in KOTESOL among English teachers in the area. Although attendance at that Conference was rather small from a national perspective, it saw an unprecedented number of participants from Daegu and neighboring cities, and consequently, membership in the Daegu Chapter increased dramatically. This was followed three years later with the 2000 KOTESOL Conference, the first one to be called an "International Conference," being held in Daegu on the campus of Kyungpook National University. This was certainly a highpoint for the Daegu Chapter, both in terms of our public recognition and in the increase in membership.

Since the Daegu Chapter has had a significant number of active members residing in Pohang, Gumi, Gyeongju and other towns outside the Daegu Metropolitan area, it was decided in 2001 to change the name of the chapter to "Daegu-Gyeongbuk," in order to better represent the scope of our membership.

In the spring of 2005, the new director of the KNU Language Center, Dr. Lee Yaesheik, invited the Daegu Chapter to co-sponsor a planned international conference on the theme of *Globalization and Foreign Language Education*. A working committee was quickly put together, publicity and a call for presenters went out, and many KOTESOL members responded. The conference was divided into four interest sections to run concurrently, on Testing and Evaluation, EFL Teaching Approaches, Primary and Secondary Learners, and Second Language Acquisition. Ultimately, 16 presenters were selected (all but one of whom were KOTESOL members), and three speakers were invited from the US. The one-day conference was held on the 2nd of July, and in spite of torrential rain during the day, the attendance reached maximum capacity for the venue. Everyone was pleased with the outcome of the Conference, and it was decided to continue the cooperation on an annual basis. The next KNU-KOTESOL International Conference is now in the planning stage and is scheduled for July 2006.

The Author



Steve Garrigues is a professor in the Department of English Language and Literature at Kyungpook National University in Daegu, where he has been teaching since 1986. His MA and PhD are both in cultural anthropology. He is a long-time member of KOTESOL and is currently the President of the Daegu-Gyeongbuk Chapter.



National Council Members from Daegu

A considerable number of National Council members have come from the Daegu area, including four of KOTESOL's thirteen National Presidents:

Scott Berlin	1993-1994	National President	Patricia Hunt	1993-1994	2nd Vice-President
	1994-1995	Imm. Past President	Jake Kimball	2005-	2nd Vice-President
Dr. Sangdo Han	1999-2000	National President		2003-2005	Nom. & Elect. Chair
	2000-2001	Imm. Past President	Yun-kyu Chung	1993	Chapter Representative
	1998-1999	1st Vice-President	Dr. Joon-kee Chae	1994-1996	Chapter Representative
	2002-2003	Research Chair	Dr. Steve Garrigues	1997-	Chapter Representative
Dr. Andrew Finch	2000-2001	National President	Kari Kugler Choi	1994-1995	Secretary
	1999-2000	Conference Chair	Heebon Park	1999-2001	Treasurer
	2002	Research Chair	Dan Grabon	2000-2001	Tech. Co-chair
Dr. Taeduck Hyun	2001	National President	Dr. Yong-hoon Lee	1999-2000	Dom. Rel. Co-chair
	2000	1st Vice-President			
	2000-2001	Conference Chair			

Publishing Results

You recently identified a problem in your classroom and decided to use Action Research methods to investigate it. You explored the problem using checklists, questionnaires, interviews, observation, counseling, journals, emails, etc., and you collected lots of useful data from these. Perhaps you even noticed that the act of using all these AR instruments somehow seemed to ease the problem. Finally, you took appropriate action, and the problem was (or was not) resolved. Whatever the outcome, it is important now that you tell people. The time has come for your experiences to hit the printed page.

It's easy to imagine that your research wasn't significant: "Who wants to know my findings? They're not that important." However, let's step back and think for a moment. Imagine all those professors in the ESL (English as a Second Language) world who are writing books and articles about ELT (English Language Teaching). Every EFL (English as a Foreign Language) teacher has had to deal with textbooks which were written for TESOL (Teaching English to Speakers of Other Languages) students, but which do little to satisfy the needs and characteristics of Asian, heterogeneous, culture-specific classrooms. Even when we attend EFL conferences, we see ESL speakers giving plenary speeches, seemingly oblivious of the fact that language performance in the EFL learning environment happens *inside* the (test-driven) classroom or not at all. These big names really don't know what is going on in your classes in Korea. They cannot imagine the testing frenzy that high school teachers go through, the 15-hour study-days that most high school students experience, the totally test-driven classroom, or the language-as-code instruction that happens in language institutes. They have never been faced with a school principal who says "teach page 52 today," students who say "If it's not on the test, I don't want to learn it," or administrators who say "Only 20% of your students can get an A."

The time has come... to hit the printed page.

In fact, these are some of the problems that you might have been researching. Questions such as, "How do I motivate students when they know that 50% of the class must get C or D?" or "How do I introduce communicative competence into a test-driven classroom?" is very relevant to many of your colleagues who are in the same boat. If you have looked at the problem deeply, and have found some answers, then you need to tell us.

The word "deeply" is important here. You didn't just

give a questionnaire to a class of 15 students (5 of whom didn't complete it correctly) on a Tuesday in November. You spent time on the problem, and you designed various research instruments to triangulate your findings.

You are ready to publish, even if your subjective case-study does not match up to the statistical requirements of quantitative

research models. Take heart, and remember that the cognitive, affective, and social phenomena that you observed over a period of time have inherent validity for many people in similar situations.

But how to proceed? Well, the publication you are reading now is one option. Have a look at the articles in this issue, and see what people are talking about. Where are the submission contact details? This is a very good way to start. When you feel ready to branch out, how about submitting to the *Korea TESOL Journal*? You probably have some of these around the apartment if you are a KOTESOL member. Have a look at the Call for Papers and the Information for Authors at the front of the journal. Still in Korea, there are lots of other journals that you might want to try. These are variously run by universities, education departments, or teachers' associations. If you can't find them in the local library, ask around in your KOTESOL Chapter.

Most journals have style sheets in the back, which show you how to format your submission. Some even have these on the Internet. In general, EFL journals (though often varying to some degree) tend to use a form of APA (American Psychological Society) style. Useful guidelines for this (e.g., "How do I cite an Internet address?") can be found at <http://www.apastyle.org/>.

So please take your courage in both hands, and put pen to paper (or fingers to keyboard). Tell us about the things that worked, and the things that didn't work. Help to improve the educational climate of which you have become a part.

The Author



Dr. Andrew Finch is on the English Education Faculty at Kyungpook National University in Daegu. He received his Ph.D. in Language Program Evaluation from Manchester University, UK. It was the lure of the game of paduk that brought him here

ten years ago. Email: aef@knu.ac.kr



Teacher Maxims

By Glenn Hadikin

The twentieth century scientist-turned-philosopher Polanyi once said, "We know more than we can tell. Sometimes our actions are guided by values and attitudes without us even knowing, and this is particularly true for EAL (English as an Additional Language) teachers. I share Gebhard and Oprandy's (1999) stance that we should not be too judgemental of ourselves in terms of what we consider good or bad teaching; we should just try to see our teaching for what it actually is.

Jack Richards (1996) proposed "teacher maxims" as a useful tool that allows us to stop and think about what intrinsic values guide us in the classroom. Richards suggested teacher maxims as a practical way of thinking about one's teacher knowledge. He points out recent references to teachers' images, thoughts, and beliefs, and how they can provide an explicit summary of what guides us, often implicitly, as teachers. Images and metaphors such as "the teacher as a friend" or "the teacher as a policeman," or the belief that one must always supplement textbooks are just a few examples of ideas that can guide us without us even knowing it. Richards considers maxims to be "images that have been transformed into models for practical action" and offers teachers these two maxims as examples:

- **The Maxim of Involvement:** Follow the learners' interests to maintain students involvement.
- **The Maxim of Planning:** Plan your teaching and try to follow your plan.

I nominated myself as a guinea pig to test out some of his ideas by selecting five of my own maxims to explore:

- **The Maxim of Relaxation:** Keep everyone comfortable and relaxed in class.
- **The Maxim of Professionalism:** Be professional at all times.
- **The Maxim of Exploration:** Encourage students to take more responsibility for their learning and explore some of their own ideas.
- **The Maxim of Conversation:** Keep students conversing in English at all times.
- **The Maxim of Togetherness:** Try to keep the class feeling like a team of equals; avoid lecturing.

The very act of choosing five rules that guide your teaching can be quite an eye-opener. Colleagues of mine agreed when they explored their own maxims. It can also be revealing to consider where these ideas may have come from. What experiences in your past, both as teacher and learner, are likely to have contributed? How can these maxims be beneficial to students? Can they be detrimental to learning, and does your teaching

- in practice - actually reflect them?

If I consider my own maxims, for example, I could argue that the first one helps motivate students and perhaps came from my own experiences trying to learn French and Korean. My Maxim of Professionalism was likely influenced by teacher training college in the UK, and my Maxim of Exploration was probably influenced by discussions I have been involved in during my current MA TESOL course. My Maxim of Conversation, however, was partially influenced by Grammar-Translation-style teaching at my first language school and could usefully be reconsidered in the light of new research. Your maxims can also serve as a useful basis for classroom observation by colleagues - do you actually follow your own maxims from another teacher's perspective?

Professional Development

Our actions are guided by values and attitudes.

I invite all of you to note down five of your own teacher maxims and ask yourselves similar questions. Of course, our maxims should not go unchallenged, and we need to remember that they are far from objective. At best, even a perfect picture of what guides us as teachers is a relatively small factor in the complex matrix of personal interactions that we call a class. Teacher maxims are just the beginning.

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The Author



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Reading Aloud: What's the Beef?

By Peter Kipp

I just read with interest the feature article "Reading Aloud: What's the Benefit?" by Tim Thompson. While I generally agree with Mr. Thompson's analysis of the risks and benefits of reading aloud as it relates to work with pronunciation, I think he may have too casually dismissed the potential benefits of reading aloud as reading instruction, per se, and as a classroom management technique. I have found, after teaching English for about 20 years, 12 of them in Korea, that reading aloud in chorus has major benefits, at least when it is used judiciously, as part of an integrated lesson plan.

In terms of reading skills, reading aloud together with a skilled native speaker (i.e., the teacher) can force students to follow the natural grammatical patterns of sentences, rather than pausing whenever they encounter a long or unfamiliar word. This pattern of reading reinforces holistic reading skills such as focusing on main ideas and understanding words in context - skills which Korean students all too often neglect, having been taught in an environment that encourages them to focus on memorization and vocabulary study. As a corollary to this holistic reading technique, reading in chorus (even without a skilled leader) also forces the students who wish to stop after

Reading aloud in chorus has major benefits.

every word to read at a faster pace and increase their reading fluency.

It should be noted, in connection with this last point, that students must also be encouraged not to read too quickly. When left to their own devices, the most fluent

readers in my classes sometimes try to read aloud as fast as they can, not even pausing for commas or periods. This breakneck pace doesn't allow any comprehension at all - or very little - and defeats the whole purpose of the activity. That being said, there is also a definite benefit to reading aloud in chorus, in certain situations, as a classroom management technique. The best example of this is when assigning homework. If the homework is simply written down on the board or on a handout, there is no guarantee that students will pay attention. However, if students join with the teacher in reading aloud, not only is it guaranteed that they have read the assignment, it is also often possible for the teacher to get a sense of how much of the assignment they understand, and to add additional explanation, if necessary.

A similar principle applies to students given assignments in groups. I always tell students to first read aloud each question or set of directions (or chunk of background information, etc.), before answering, to make sure the group is able to focus on the task together. This procedure also helps reduce classroom management problems which might otherwise occur when faster students finish tasks first and sit around with nothing to do, while leaving slower ones behind.

Mr. Thompson is right to say, as he describes his experiment (pp. 8-9), that reading aloud can actually reduce comprehension and retention if students are working with (for them) fairly long texts. However, for short chunks of text, and especially for directions, I think the points I have made are worth considering and adding to Mr. Thompson's otherwise insightful analysis of the benefits of reading aloud for the development of pronunciation.

The Author



Peter Kipp, received his MAT in English from the University of Chicago and taught English classes in middle school, high school, and college in the US until 1993. He has been in Korea teaching EFL for the past 12 years and currently teaches at Ewha University.

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**Have something
constructive to share?**

Let our readers know!
in

Members' Forum.

Contact: tec.editor@gmail.com

'Round & About KOTESOL

September 13-17. Dr. Robert J. Dickey (President 2001-02) delivered a plenary address at the Bangladesh English Language Teachers Association First International Conference in Dhaka. The address was entitled "Bringing Language to Learners through Local Content." He also did a workshop on pronunciation teaching tips.

Sept. 22-Oct. 2. Dr. Robert J. Dickey made a site visit and acted as workshop facilitator for the British Council PAR-ELT project "English for Public Managers" in Hanoi, Vietnam. Robert is the Public Administration Reform Consultant on this project.

October 16. Election results for national officers were announced at the Annual Business Meeting (ABM): **1st Vice-President:** Dr. Marilyn Plumlee, **2nd Vice-President:** Jake Kimball, **Treasurer:** Dr. David E. Shaffer, **Secretary:** Kevin Parent, **Nominations and Elections Committee Chair:** Kevin Landry, **Conference Co-chair:** Allison Bill (ascended to Conference Chair due to vacancy).

October 16. At the annual ABM, President Yeum awarded the **KOTESOL Service Award** to the following 19 members for their "exemplary service and dedication" to the association: Dr. Steve Garrigues, Allison Bill, Maria Lisak, Tory Thorkelson, Jack Large, Dr. Hee-Jeong Ihm, Dr. Joo-Kyung Park, Dr. Marilyn Plumlee, Dr. Peter Nelson, Dr. Yangdon Ju, John Phillips, Adam Turner, Alex Pole, Brian Heldenbrand, Scott Jackson, Chris Grayson, Dr. Mijae Lee, Craig Lutzer, and Hyeran "Nicole" Kim.

The **Outstanding Service Award** was bestowed upon 9 members for their "truly outstanding service and dedication": Louisa Kim, Sharon Morrison, David D. I. Kim, Jake Kimball, Dr. Robert Dickey, Stephen Bew, Phil Owens, Sean O'Connor, and Aaron Jolly.

The **KOTESOL President's Award** went to Dr. David Shaffer for being "the model of outstanding service and dedication in Korea TESOL in 2005."

October 16. Incoming President Louisa T. C. Kim announced her appointments to National Committee Chair positions: **Membership:** David D. I. Kim, **Domestic Affairs:** Dr. Yangdon Ju, **International Affairs:** Phil Owen, **Publications:** Michael Duffy, **Culture:** Melanie van den Hoven, **Data Services:** Stephen Bew, and **Technologies:** John Phillips. Additional appointees are Dr. Robert Dickey as Organizational Partners Liaison and Maria Lisak as Webmaster.

October 25. Dr. David E. Shaffer (National Treasurer) has published a new book entitled *Crackin' the Corean Code* (Hakmun Publishing). It is a Korean language-learning guide targeting learners at a wide range of proficiency levels.

November 4-6. Dr. Joo-Kyung Park (Research Chair, 2004-05) was a featured speaker as well as singer at the 3rd Annual Asia TEFL Conference in Beijing. Her academic presentation was on the Professionalization of TEFL in Korea, and her musical presentation was during the Friday evening performance.

Presentations were given by 12 KOTESOL members: Dr. Robert J. Dickey, Dr. Andrew Finch, Linda Fitzgibbon, Dale Garrett, Dr. Sangho Han, Dr. Myung-Jae Kang, Dr. Hae-ri Kim, Miso Kim, Jake Kimball, Gerry Lassche, Dr. David E. Shaffer, and Melanie van den Hoven.

Dr. Park and Dr. Shaffer also attended the Asia TEFL Executive Council meeting as General Secretary and Executive Director of Internal Affairs, respectively.

November 19. Dr. Robert J. Dickey (OP Liaison) delivered the plenary address, "Commitment to Diversity in ELT Education," at the 5th Suwon-Gyeonggi Conference held at the University of Suwon.

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Tony Joo - One of a Kind

You may have seen our featured member presenting at a chapter meeting or possibly at a conference. He has held chapter and national offices and has been around KOTESOL for as long as KOTESOL has been around. He is Joo Hyun-chul, better known as Tony Joo, a member and officer of the Daejeon-Chungnam Chapter.

In the late 1980s, Tony became active in KOTESOL's predecessor, KATE (which was centered in Daejeon), and when it combined with AETK to form KOTESOL, Tony was active in the foundation at the chapter and national level. He also served two terms as Vice-President of Daejeon Chapter and two years as KOTESOL's only General Manager (1997-99). He is now Chapter Treasurer and will continue in that capacity for as long as the Chapter will have him.



It seems that it was fate that brought Tony to the English teaching profession, but not an altogether joyous fate. Tony was born into a well-to-do family in

Nonsan, but soon after his birth, the Korean Conflict broke out and his family, like so many, lost everything. As a college student in the English Language and Literature Department at Yonsei University, Tony began English tutoring to help put himself through college. After graduation he began teaching full-time at a private English school, not just for the money but to sincerely help students improve their English. This was the beginning of a teaching career that has already spanned 35 years. It was interrupted only once, and that was by a four-year period of missionary work, which involved translation and interpretation work with native English speakers from several different countries.

When Tony began his career, "teaching English" meant teaching grammar ("too mechanical and boring"). He later taught TOEFL classes for 14 years ("it brought my English up to an advanced level") and has now been a private tutor for 10 years ("the most critical stage of my professional development"). Tony begins with 5th- and 6th-graders and works with them for 5 to 6 years. Experience and research during his years as a tutor of the same students over an extended period of time have opened his eyes and lead him to conclusions that few could readily agree with.

Tony considers himself a maverick in the field of ELT

in Korea. He espouses a teaching methodology quite different from many of his native- and non-native-speaking colleagues. These pedagogical differences derive from differences in observed results - most teachers have only a few months or years of development to observe; Tony has six years. By teaching all of the four skills, he has been able to observe quite favorable

results from his reading activities. Over time, he has found that a concentration on teaching reading, incorporating stories and articles, has been more effective in improving speaking and writing than concentration on those skills themselves. "The most important thing in studying English," he relates, "is time. The quantity of time spent in study is more important than the quality of teaching."


Tony is adamant in his belief that to speak and write English well, Korean students need large amounts of input in the classroom in the form of reading and listening because they get almost none outside. He recommends that native-speaking teachers spend more time on reading and writing activities, rather than exclusively on speaking activities. This is supported by Dr. Richard Day's recent remarks at Asia TEFL 2005 in Beijing, where he said that research shows that through extensive reading, learners become better listeners, better writers, and better speakers. Tony also believes that activities in which students speak broken English to other students should be replaced with native-speaker listening activities. Students have too little input (reading and listening) to produce the output (speaking and writing). He therefore believes, "Our research in TEFL should move away from output-centered and more towards input-centered teaching."

Tony is also a professionally trained classical singer. This talent he also incorporates into English teaching

Membership Spotlight

By David E. Shaffer

Spend more time on reading and writing activities.

and his workshops. He focuses on English-Korean pronunciation differences recognized as critical points of vocalization in classical singing but not treated in EFL materials. His approach to English pronunciation and his EFL pedagogy may be unconventional, but Tony is not discouraged. "My students are my evidence," he relates with complete confidence - confidence in being one of a kind. 

Teaching in Universities in Turkey

Seven years ago, I moved from Korea and began working in Turkey, in the MA TEFL Program at Bilkent University in Ankara. I worked there for six years and then spent a year as Senior English Language Fellow in the Preparatory School of Anadolu University in Eskisehir. In both places, I worked extensively with teachers from universities across Turkey and have gained an overall perspective on teaching in those universities.

The Universities

There are currently 75 universities in Turkey listed at <www.bilkent.edu.tr/bilkent/int-services/university.html> and the number has risen since the last update there. There are plans for continued expansion, though resources may not be available to do this at a pace the government would like. There are both public and private universities, the latter coming into being only since 1983. Bogazici University in Istanbul and Middle East Technical University (METU) in Ankara are the most prestigious public universities, while Bilkent, Sabanci, Koc, and Bilgi are among the best-known private universities. (The latter three are all in Istanbul.) While the largest number of universities is in Istanbul, others can be found throughout the country, especially in Ankara and Izmir. Private universities exist only in Istanbul, Ankara, Izmir, and Mersin.

Universities can also be classified by the medium of instruction used. While most universities are Turkish-medium, Bilkent, Sabanci, Koc, Bogazici, and METU are among a small number of English-medium universities, with all courses taught in English. Other universities, like Anadolu, have requirements for a certain amount of English-medium instruction (30 to 70 percent) in particular departments or have English-medium programs set up in parallel to Turkish in some faculties (generally engineering or economics). Even in Turkish-medium universities there is a growing expectation that students will learn some English.

The Possibilities for Work

There are generally two types of English teaching positions available in Turkish universities, in Preparatory School or in "Service English" courses. Preparatory School is a one-year-long pre-matriculation course focusing solely on English language instruction offered for students who have been accepted to a university, but whose English is not deemed up to standard. While in English-medium universities such programs may appear to fill an obvious need, they exist as well in Turkish-medium universities, where faculty or parents may be insisting that students get some exposure to English. Within these universities, Preparatory School may be a requirement of a particular department.

Service English courses are offered to students in their first (and possibly second) year of study in their departments. These courses are offered for only a few hours a week, compared to the 20-plus hours per week for programs in Preparatory school. While many of these courses are linked to particular departments and are intended to support students in their studies in those departments, the reality is mixed. In some universities the Service English courses may offer

Global Contexts

By Bill Snyder

no more than a review of material with some specialist vocabulary added. However, especially in the more prestigious universities, these courses do offer serious support to students as they begin to deal with tasks that will be central to their academic success.

Programs throughout Turkey are currently engaged in curriculum renewal efforts, driven in part by the desire to align their programs with the Council of Europe Framework for language teaching. These efforts are affecting both instruction and assessment, and point to ongoing improvement in the programs in the future. These efforts have also led to expansion of programs. As the need for better academic writing skills has become clear for both students and faculty, universities have opened writing centers in their English programs. While these programs are currently few and small, they suggest areas in which demand for English teachers may grow.

The Students

Less than 15 percent of students who take the national university entrance exam gain places in four-year programs in universities; less than 25 percent gain any place in a higher education program of any kind. This suggests that the students in universities do represent the cream of the high school population. However, the quality of their English instruction may not have always been very strong. There is a large shortfall of qualified teachers in the secondary school system, especially outside the big cities; consequently, English classes are not always productive for all students. Once in university, almost all students recognize the importance of English for their future, but they may not have effective strategies for learning and need training in this area. There is a strain of nationalism in Turkey that sees English as a threat and some students may resist English for this reason. Other students required to take Preparatory School, especially if they are in a Turkish-medium university or department, may resent a year spent learning a language they feel

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Meeting Mario

An interview with Mario Rinvulcri, popular Featured Speaker at KOTESOL International Conference 2005

By Robert Dickey

TEC: Mario, you last visited Korea TESOL at our 1996 conference. Where has the past 10 years taken you?

Mario: It's taken me into areas like Multiple Intelligences - Gardner's work - and Neurolinguistic Programming, both of which I find to be very generative fields, very fecund fields to draw on in creating new language learning activities.

MI, which comes from educational psychology and NLP, that derives from the therapy tradition, I see them as happy brothers. NLP is very refined, so that it is harder to learn, but then easier to put into practice. On the other hand, MI is relatively easy to learn initially, but much harder to work on later as the concepts are slippery. I search for certainty here, and sometimes don't find it.

Like many of the fields that have fed ELT methodology, NLP is based on Western norms, and parts of it are culturally meaningless in East Asia. Within the pronoun system, NLP stresses *I*, while Confucian-based thinking and feeling is collectivist and the major pronoun is *WE*. It is sad that when we in the West discover something about our humanity *within our own culture* we then happily and ignorantly generalize our local findings as applying to the whole of mankind.

TEC: Folks like David Nunan argue that the age of methodology has passed. Do you agree, or is this simply a matter of semantics?

Mario: As long as people stand in front of groups teaching, they will go on looking for better ways to do it. As one example, we can consider the CLIL (content and language integrated learning) movement in Europe.

EFL/ESL will continue to be fed by different fields, just as many have been illuminated by Alan Maley's (1978, with Duff) book drawing from drama. This is a common-sense approach, isn't it? Is David Nunan maybe getting a bit tired?

TEC: Your topics this weekend are somewhat diverse, both dictation and NLP. What are you suggesting through this diversity?

Mario: In *Dictation* (1988, with Davis), we took an existing, traditional method and wondered whether we

could divert, turn it on its head, maybe subvert it. An example of such tweaking would be the "rebellious dictation," where learners can modify the text according to their own beliefs. They didn't merely record the teacher's text, they were empowered to change the text. Things like this are a good way to reach teachers, building on what they know and trust



instead of always pushing something new. We were amazed to discover that the book was really useful in Africa, where often there is only one book for a teacher working with a class of 80 students. *Dictation* offered this teacher a dozen new ways of giving a dictation, a technique he *had to* use so students could see English text in front of them.

Deriving new exercises from NLP was a quite different experience for us. Here we were adapting radically new insights from a thrilling "feeder field" and creating activities relevant to language learners and teachers.

To answer your question: I love to present colleagues with old wine in new bottles (dictation) and new wine in new bottles (adapted NLP).

TEC: Why have you been away from Korea so long, and why don't we see Pilgrims in Korea any more?

Mario: Our main focus at Pilgrims is Europe, and to a lesser extent, Central/South America. The EU grants system (Comenius, Lingua, and Grundtvig) makes our training programs easily accessible to European teachers. Though we used to publish Teachers Resource books (18 books in the Pilgrims Longman's list in the 1990s) we are mainly a language teaching institute and a teacher training center. We do, though, publish two periodicals: *Humanising Language Teaching* (online at www.hltmag.co.uk/), which I edit, and *The Teacher Trainer*, edited by my colleague Tessa Woodward (contents and archives available online at <http://www.tttjournal.co.uk/>).

TEC: What are your feelings about coursebooks?

Mario: Personally, I have bad feelings towards textbooks: I feel using them is as absurd as perusing a “conversation book” before going to a dinner party!

The reality, however, is that textbooks are there and teachers are locked into using them, mostly. The question then becomes how to bring these readings and listenings to life. A central problem with a textbook is that it is inevitably in third-person mode. The book inevitably talks about *her*, *she*, and *they*. The best language learning we ever did was in our first five years, and all that learning was in *I-thou* mode, and then a bit later *we*. In my book, *Humanising Your Coursebook*, I try to offer exercises that bring the students into *I-you* mode. Have a look at it. You’ll find good things there.

TEC: But no book would seem to mean more work, and more training, for teachers?

Mario: More training, that’s probably true, more work, probably not the case.... Working textbook-free, we get the work from the students, refine it, return it to them, and let them teach it. In this way, they are teaching the things that are important to them, which no textbook


can ever match.

TEC: After having been away from Korea, what’s your take on this place?

Mario: Whoomph! Energy! I love the energy and generosity here. I love that energy and warmth. I did a presentation in Incheon (a day before Conference, for British Council) and the teachers in the room were so energetic, and this in the evening, after a full day of teaching. Thank you for interviewing me.

TEC: Thank you, Mario.

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Teaching in Universities in Turkey (Continued from page 19.)

they will not be required to use further in their studies.

The Place and the Package

Turkey is an interesting, comfortable, affordable place to live and work. There are numerous historical sites throughout the country, especially from the Byzantine and Ottoman Empires. Istanbul is in many ways a museum city. For more modern entertainment, nightlife, including clubs and bars, is common in most western Turkish cities, as well as in coastal resorts along the Aegean and Mediterranean. Eastern Turkey is more conservative, however, and such opportunities will be curtailed in most cities there. Transportation between cities is generally by bus, and the best intercity transport is affordable and provides excellent service, making seeing the country a pleasure. As private airlines have opened, fares inside Turkey and to select cities outside Turkey have been dropping. The people are very family-oriented, genuinely friendly, and hospitable, making Turkey a comfortable place for parents with young children.

Work is generally 12 to 20 hours per week of contact, with 15 hours common. In some institutions, work in a testing office or a writing center may substitute for some of these hours. Contracts are generally for a full year, with one month guaranteed vacation (in August). In addition, time off during term break will be available

at some universities, and all national holidays, including the two major Muslim holidays (Seker bayram and Kurban bayram), are off.

Wages at the universities in Turkey will vary, depending on whether one is working in a private or public university, in Preparatory School or Service English, and the qualifications you have (some positions may require an MA degree). I have heard of wages ranging from \$1200 to \$2500 per month. The higher wages are generally at private universities. While this might seem low, some universities also supply housing or an allowance to support housing expenses. In addition, subsidized meals are available at all public and some private universities. Airline tickets may also be part of the package at some universities. You should be able to live well and save some on the pay at most Turkish universities.

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Whose English Should We Teach?

Did you know that:

- English is considered an official or co-official language in at least 45 countries?
- English varieties are referred to as “World Englishes”?
- World Englishes reveal significant geographical and linguistic variations of spoken English?
- What is considered incorrect in one spoken variety may be perfectly acceptable in another?
- The way you speak is a marker of you cultural identity?
- Non-native English speakers outnumber native English speakers 3 to 1?

What if I asked you this deceptively difficult question, “Whose English should you teach?” What would you say? Commit to an answer; after all, this is one of the defining questions in the field of TESOL today. Your answer is important.

Certainly, there are many viable answers, each one revealing assumptions about how English is used in the world, what your students need to do with English, and why you are teaching English as a foreign language. Perhaps your answer was simply “The English I speak,” “Everyday English,” or “The English grammar I was taught and a touch of Konglish.” Other legitimate answers might be “American English,” “British English,” or another variety. “Standard English” is also a plausible choice. Each answer, I believe, is supported by a rationale which connects what you do in the classroom with the needs of students outside of the class.

Though an international standard of English seems ideal, the reality, however, is that no one yet has convincingly shown what this *standard* should look and sound like. To my knowledge, apart from a few European scholars (Jennifer Jenkins and Barbara Seidlhofer), the effort to quantify and qualify an international standard of English has been neglected. An international standard needs to be both internationally accredited, and serve as a tool enabling speakers all over the world to communicate meaningfully and intelligibly. Thus far the definition of such an international standard has been elusive.

Some scholars, such as Peter Trudgill (1999), have provided a definition of Standard English, which can serve as a starting point.

Standard English, whatever it is, is less than a language, since it is only one variety of English among many. Standard English may be the

most important variety of English, in all sorts of ways: it is the variety of English normally used in writing, especially printing; it is the variety associated with the education system in all the English-speaking countries of the world, and is therefore referred to as “educated people”; and it is the variety taught to non-native learners. (p. 118)

In the promotional material for Swans’ *Practical English Usage*, we learn that new entries on varieties and styles of English merit attention. In response to our question, Swan posits that there are not one but two standards which have worldwide appeal: British and American English. It is not easy to accept this presumption that the differences between the two heavyweights are not very important. Pronunciation and word choice are two powerful aspects of language which serve as markers of cultural identity. For many, one’s way of speaking English preserves a sense of cultural legitimacy.



Historically, the UK, and then the US, came to identify themselves as centers of the English-speaking world. Combined with the economic power of these two countries, knowledge of all kinds has become available in English and widely accessible on the Internet. In addition to the U.K. and the U.S, other countries, such as Canada, New Zealand, Australia, and South Africa are included in what has been called “the inner circle” by Indian linguist Braj Kachru. In “inner circle” countries, English is the native language, spoken en masse, and constitutes over 300 million people.

This brief history of the native speakers only reveals part of the story, however. Many former British colonies became independent countries in their own right, and have been referred to as the “outer circle of speakers of English.” In dozens of countries, English has been cited in their constitutions as a co-official language, sharing a place among indigenous languages in their educational institutions and governments. Hence, it is possible to study in India, order food in a Singaporean restaurant, and read newspapers in Trinidad - all in English. Granted, the sounds and choice of expressions could differ remarkably from what is heard on CNN or the BBC. Again, what is

legitimate in one variety could very well be absolutely incomprehensible in another.

The tremendous range of geographical and linguistic variations of spoken English is undeniable. The power of English as a world language is partly due to its world-wide span. A more telling fact, revealed in the statistics reported in Newsweek (2005), confirms that non-native speakers outnumber native speakers 3 to 1. Hence the question of whose English to teach is too important to defer to others, especially the British and American elite who live far from where we are located. Many scholars within Asia are taking a stand by positioning their views in this widening debate. Dr Gupta, at the ASIA TEFL conference in Beijing, boldly proclaimed, "We in Asia need to learn an English that is first intelligible in the Asian context and then in the international context."

My gut feeling is that we should offer input coming from a plurality of sources: 1) A blend of the variety of English that you speak, 2) the standard varieties embedded in text, and 3) sound bytes of the multiple varieties that can be accessed from guest speakers, movie DVDs from non-Hollywood industries, and downloaded radio broadcasts. This three-pronged approach could provide students with a consistent voice from the front of the class, supplements from authentic reading materials linking our learners to worldwide issues, and necessary exposure to the various ways that English speakers use the language.

As EFL teachers, each of us must ask ourselves this question, "Is there only one standard? Are there several? Should students be taught a wide range of different forms?" Only from individual reflection can we present a unified vision. Indeed, this particular question was raised recently by Glenn Hadikin on the KOTESOL Global Issues SIG discussion board and generated a lot of insightful discussion.

- Paul Mead, a New Zealander teaching in China. On the English taught in class: *I teach reduced English, international English or Standard English. Please take your pick. It's reduced to its most usable forms, it's useful in any country in the world, and it's standard because, I hope, the 1-2 billion speakers of English will be able to understand what my young Chinese students are saying.*
- Robert Dickey, an American professor at Gyeongju University, on the problems of mutual intelligibility: *An Applied Linguistics scholar from UK (doing a year in Hong Kong) did this long talk, and at*

question time I asked why all assessments of language learners were done by ELT professionals. What if they took these interviews out (in recording) to Middle America and Middle England and asked real native speakers what was difficult to comprehend and what was OK. As an example, my father has more patience listening to Thai and Japanese learners of English than with the BBC (the TV programs) or people who speak like that. That scholar thought my question had much merit.

- Bill Templer, US American-Israeli teaching in Thailand, on the issue of Euro-centricity: *I think some of the new research on ELF (English as Lingua Franca) is too Eurocentric, too elite-oriented, and lacks a sense of social class, or of the social geography of EIL in some corners, which is a kind of archipelago, islands and inlets of middle-class proficiency surrounded by a sea of something else. That is less apparent maybe in Korea than in Indonesia, China, and Thai.*

As a teacher and speaker of English, the question of standard and non-standard must be investigated in order to determine the quality of input we deliver in our EFL classes. Interestingly, MS Word software routinely recognizes and offers a choice of 18 of the 45+ varieties of English. It follows that a decision has to be made. Keep in mind, though, that if one does not choose, U.S. English is set as the default standard. You can choose, but you have to be persistent because the dominant variety of American English will almost always monopolize this coveted space, even though many of us, me included, speak a non-standard variety of English.

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Christmassy Words

Christmas is a time of year that possesses its own lexicon. We pull out our Christmas vocabulary, use it as if we had used it throughout the year, and put it away till next Christmas once New Year's rolls around. Words such as *yuletide*, *Noel*, and *mistletoe* roll off our tongues as smoothly as *book*, *teacher*, *communicative competence*, and *first-person singular*, but do we actually know what they mean and where they came from?

Let's first look at the word *Christmas* itself. The first part, *Christ*, is easy; it refers to Christ Jesus whose birth is celebrated on this day. But what about the *-mas*? Well, *Christmas* is from Old English (OE) *Cristes moesse*, meaning "the 'mass' or festival of Christ." We often see it written as the seemingly sacrilegious *Xmas*. My great-aunt used to say that this takes *Christ* out of *Christmas*, but it actually doesn't. The *X* in *Xmas* stands for the Greek letter *X* (*chi*), the first letter of the Greek word for *Christ*. We also refer to the holiday as *Noel*, whose spelling, and part of its meaning, comes to us from French. However, *noel* (OE: *nowell*) does not always mean "Christmas." It is also used in the sense of "news," as in *The First Noel* ("Noel, noel, noel, noel! Born is the King of Israel!"). And then there's *Christmastide* - where does this *tide* come from? Though now obsolete, it is from OE *tid*, meaning "period of time." It survives today only in its combined form, as in *Christmastide* and *yuletide*. *Yuletide*? Curious about the *yule* part? This goes back to OE (*geol*) and Old Norse and referred to a pagan midwinter festival! Now, however, it is used to mean only "Christmas," and *yuletide* means the same as *Christmastide*, the Christmas season.

The name of the personification of Christmas, that portly gentleman with a full beard and often dressed in red, is also an object of curiosity. Why does one have so many aliases - *Father Christmas*, *St. Nicolas*, *Saint Nick*, *Santa Claus*, *Kris Kringle*? The British appellation, *Father Christmas*, is the only one that is straightforward. *Saint Nick* is a shortening of *St. Nicolas*. The present-day Christmas icon is a variant of a European folk tale based on the historical figure Saint Nicholas, a bishop from what is now Turkey, who supposedly gave presents to the poor, explaining the gift-giving tradition on Christmas Day. *Santa Claus* is derived from the Dutch *Sinterklaas*, an intermediate figure between the bishop and today's Christmas icon. Early Dutch settlers to the New World took this term with them to New York, and it was there that the transformation to *Santa Claus*, or simply *Santa*, began. Quite similarly, *Kris Kringle* arrived in the U.S. via

German settlers in the form *Christkindl* (Christ child) and there made its own transformation.

A couple of Christmas plants may also give one etymological pause: *mistletoe*, that woody plant from which sprigs are placed above doorways at Christmastime to give people an excuse to kiss, and *poinsettia*, that Christmas flower that is really not a flower but just a plant whose pointed upper leaves are bright red. *Mistletoe* has nothing to do with missiles or toes. The name of this

semi-parasitic plant comes from the ancient belief that mistletoe was propagated from bird droppings. This belief derived from the then-accepted principle that life could spring spontaneously from dung and from the observation that mistletoe would often appear on a branch or twig where birds had left their droppings. *Mistletoe* is from the Anglo-Saxon word *mistel-tan*, a compound formed from *mistel*, meaning "dung," and *tan*, meaning "twig." So, *mistletoe* originally meant "dung-on-a-twig." The kissing custom comes from the Druid (Norse) belief that mistletoe was a sacred plant able to cure disease and protect against evil. Warring parties would call a one-day truce if their sides happened to meet in the forest under mistletoe. The Christmas-related history of the *poinsettia*, however, is not so long. The plant, native to Mexico and Central America, was introduced into the U.S. in 1835 by the first U.S. ambassador to Mexico. Its name has no relation to its pointed leaves, but derives from the name of the ambassador - Joel Roberts Poinsett.

I will conclude with one final, unanswered question. In English, we use *happy* in most holiday greetings. We say *Happy New Year*, *Happy Easter*, *Happy birthday*, and the British say *Happy Christmas*. Why is *Merry Christmas* used instead in American English?

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Negotiation & Silence

If you haven't experienced the frustration of trying to elicit student participation and discussion and getting at best only monosyllabic responses, then you probably haven't been teaching for long. This article discusses several ways and benefits of eliciting student participation and "negotiation," and also offers some, perhaps surprising, reasons to respect student silence.

Benefits of Negotiation Strategies

The notion that students should practice speaking their L2 is not that old in the history of language teaching. Not too long ago, vast geographic distances between people of different languages made speaking irrelevant for learners. Teaching typically followed Latin and Greek models where L2 grammar and vocabulary were presented for L1 translation. Language learning was an academic exercise to facilitate comprehension of foreign language written texts with little expectation of oral language use. Until fairly recently, student output was either irrelevant or something needing careful control so as to avoid bad language habits. Not until Swain's (1993) Output Hypothesis did communication and interaction gain respect. Swain tended to agree with prevailing opinion that language is acquired via input, but argued that output served important roles. In fact, Swain (1998) identified three roles for output: (1) to help students discover the gaps in their L2 knowledge, (2) to focus student attention on form through meta-linguistic discussions, and (3) to force students to formulate and test hypotheses about how their L2 works. Feedback from interlocutors became evidence for determining whether or not the hypotheses needed to be rejected or modified.

In the 1980s and 1990s, a lot of research activity focused on the nature and benefits of interaction. This research suggested that when students "negotiate" meaning, they advance their language acquisition.

Don't be afraid of silence.

Negotiating meaning meant modifying output when needed to clarify and facilitate comprehension among interlocutors.

These findings created heightened interest in negotiation strategies that might aid both interaction and input processing. Training students to enlist these strategies may make them more efficient language learners. For example, three negotiation techniques are (a) requesting clarification, (b) confirming

understanding, and (c) checking comprehension. The table below provides an example of each. Using such negotiation strategies

increases turns in addition to improving communication. So modeling these negotiation strategies and encouraging students to use them may boost the effectiveness of your classes.

Training Notes

By Douglas Margolis

Negotiation Type	Sample
Confirmation Request	S1: It was so exciting. I feel thrilled all day. Very interested. S2: <i>Really. What made it exciting?</i>
Confirmation Request	S1: I did not finished my homework and I don't have time to study English today. S2: <i>Oh, so you are saying that you feel depressed today?</i>
Comprehension Check	S1: I'm from Donghae. <i>You know where Donghae is, right?</i> S2: Actually, I don't. Where is it?

Lyster and Ranta (1997), however, suggest that negotiation of meaning may not be so helpful and instead advocate "negotiation of form." By negotiation of form, they mean to emphasize error correction. Thus for example, Lyster and Ranta would prefer negotiating the tense errors in the above examples.

Other Ways to Elicit Student Output and Negotiation

Negotiation strategies are not the only way to increase your students' communication practice. Some teachers find their students refuse to speak no matter what. In this case, reviewing and possibly changing one's teaching habits may yield better results. For example, classroom observers often note that teachers do not wait long enough after asking questions to give students a chance to formulate their responses. Increasing "wait-time" can greatly improve participation. Don't be afraid of silence. Students need the time to process what they have heard, consider their response, and then formulate the output. Give

them this time. Teachers who don't wait long enough often answer their own questions or constantly call on the same students.

Another tactic for obtaining better participation is to ask referential questions instead of display questions. Referential questions are the ones to which you do not know the answer. Display questions are the typical classroom questions where teachers merely ask students to display their knowledge.

A third inhibitor to participation is unclear questions and instructions. If students don't understand what is expected, they clam up and wait for clues. Tape yourself and check to see if you understand your own questions and instructions. Many teachers are surprised after taping themselves by how unclear they are. Using visual aids and writing on the chalk board can also promote understanding, reduce anxiety, and improve communication and participation.

Moreover, give students planning time before activities. Ask students to write down concepts and key forms that you expect might be needed for communication tasks. This preparation primes students' memory and activates schema.

The Value of Silence

We should not be afraid of silence. Tsui (1996) suggests teachers sometimes exhibit an "intolerance of silence" that is culturally based. That is, Western teachers sometimes demand student participation inappropriately. Although the research on silent periods remains inconclusive, there is a lot of evidence suggesting that students do undergo a silent period, and that this phase is an important part of language development. During this time, students integrate input and develop the long-term memory structures

that will facilitate future processing.

Moreover, Allwright (1980) reports on a study where he found that the student who participated the most made the least progress. He concluded that this student's participation may have been helpful for the other students who observed and overheard the dialogue, but not for the one speaking up. Foster (1998), also adds empirical support that suggests interaction and speaking up may be overblown. In her study, the class where negotiation was encouraged scored better than the control group, but she discovered that most students did not negotiate at all, and that the interaction of a couple students skewed the data.

So even if the silent period argument proves untenable for adult learners, keep in mind that students do need processing time. Forcing students to participate, moreover, can unnecessarily heighten anxiety and decrease participation. If your class remains too reticent, even after trying the suggestions outlined above, then maybe focusing on input and input processing strategies is the best course of action. In that case, stories, songs, and dramas that provide rich input without the pressure of output may best help your students' acquisition.

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Teen Writing Difficulties

By Jason Renshaw

A major obstacle for many Korean teenage students is that they steadfastly refuse to believe that they can ever become anything more than a very poor writer of English. This attitude stems from several causes, and describing them is beyond the scope of this article. However, what follows is a small collection of common writing difficulties middle school learners have when embarking on a program of initial writing activities. Simple suggestions for overcoming these difficulties follow.

Quantity versus Quality: Many students feel that the basic objective of a writing task is to fill up as much of a given piece of paper as quickly as possible. When, or if, this becomes the primary goal for a student, it is little wonder that the subsequent writing sample becomes repetitive and error-ridden. Solution: Teachers can overcome this issue by not setting page requirements and grading and responding to writing according to the value of its communicative content and style - not how much paper space it chews up. If anything, page limits encourage students to be more concise!

Too much dictionary use is likely to impede on the composition process.

New Sentence - New Line: Students need to learn how to write sentences one after another, with each new sentence beginning immediately after the previous one, not on the next line. If this skill is not developed, students will almost certainly struggle to write anything that resembles a paragraph; in short, budding writers need practice blocking sentences together into a chunk of sentences that develop a single idea or topic. Solution: Thankfully, Korean written language also employs paragraphs (albeit sometimes more loosely), so it is often a simple matter of reminding students to group sentences together instead of instinctively dropping a line. In many cases, the sentence line-dropping is often linked to the point made above about quantity - that is, some students see it as a convenient way to fill up more writing lines with less effort or output!

Hyphenate Anywhere: Note that in Korean written script, this is quite normal - even in electronic word processing format. Of course, without hyphens this can result in sentences that to an English reader appear as:

My name is John and I am thir
teen years old.

Solution: A simple solution is for the teacher to read the sentence aloud and say the two parts of the word completely separately. Emphasize the split word as two

mutually incomprehensible pieces. Eventually, the skill of hyphenating according to syllable blocks can be taught, but at beginning stages it is probably more practical to simply encourage students to write full words to the end of the line, leave a small gap, and write the next word at the start of the line below.

Young Learners

Edited by Jake Kimball

Bilingual Dictionaries:

A boon or a bane in L2 writing classes, depending on your perspective and what you want students to achieve. In some ways, dictionaries are a lot like glasses: The longer you wear them, the weaker your eyes become, and the more you become reliant on their assistance. If the aim of a writing task is precision of meaning and possibly vocabulary growth, a dictionary is a useful classroom tool. If, however, the aim is improving general composition skills and thinking fluently in English, it needs to be pointed out that a dictionary is a doorway to translation skills. In short, too much dictionary use is likely to impede on the composition process and cohesion across sentences and paragraphs. Another problem is importing words and phrases wholesale from a dictionary entry - it can create very jumbled and hard to comprehend sentences indeed! Solution: Perhaps the best rule to enforce here is no dictionary use while writing! Use it during brainstorming activities, or even better, save it for later when reviewing or editing written work. And beware of electronic dictionaries which may exacerbate the problem!

Collecting and Storing Writing. In a perfect world, students will have writing books or journals pre-made and printed, but in reality, most classroom teachers will need to revert to using copied handouts on loose-leaf paper. These often end up folded in half and stuffed inside the back cover of textbooks, from where they rapidly degenerate into nasty, dirty balls of paper at the bottom of a school bag. Solution: Encourage students to bring plastic files or manila folders to class, in which they can store and access their written work for editing or reflection.

The Author



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Poetry in the Classroom

By Jack Large

Poetry is a receptacle for all that is primal in language. Poetic archetypes mirror, or signal, primal elements which are familiar in nature. Speculation about the origins of language use in human evolution has not often included musings about the extent of influence that measured linguistic phenomena like rhyming and timing have exerted early in the evolution of speech, yet it seems that it must have been considerable. After all, nature and environmental and behavioral phenomena, prehistorically, must have been the driving force behind the process of language building, with people first imitating sounds, and then morphing the sounds in subtle, but increasingly sophisticated, ways to communicate the facts of life as experienced by the speakers.

In biology, the theory of recapitulation suggests that, as an organism embryo develops, its developing structural forms hint of its evolutionary origins, eventually leading to the modern version. I regard poetry with a similar sense of deep time in the presence of patterned formal features that are repeated from oldest to most modern, with examples to be taken from the most durable of poems through all the time in between. The patterned “feel” and “taste” and “smell” and “ring” of meaning-beyond-fact that one detects while reading a poem suggest that, by focusing language learners on and facilitating their exercise with these archetypal forms, we might help them move more rapidly from the stunting sense of “study” to a more natural and interesting process that is closer to the organic acquisition process of the native speaker. There is no better place to begin than at the nexus of rhyming and timing.

There is little question that the language of prehistoric people was replete with examples of sounds repeated, or rhymed as it were, and that the rhythmic expression of these matched sounds first appeared in, and was subsequently reified by, generation after generation in the form of chanting and singing in all the many

Children learn verses before they learn to read.

ceremonial contexts that provided the glue that bound societies together. The excitement and spectacle of such occasions would exert a mnemonic influence on the young, and their playtime would consist to some degree in imitating the forms discovered in the celebrations. Likewise, the gentler forms would have been employed to calm the babies, to share insights

into the forces of nature, and to supplicate the gods that held sway over those forces.

Later, with the advent of writing and its application to the goals and motives of the various classes of civil society, the rulers and merchants and priestly elites who held sway over the productive energies of the community,




graphic representations of the patterned sounds became necessary in order to preserve and spread their thoughts and ways beyond the bounds of the central place. Viewed in this way, it appears that an early connection between the spoken and written word must have been an expression of the forms that today are universally recognized as art. In fact, one might argue that the only form that might have developed earlier would be connected to the material dimensions of daily activity: counting, pricing, contracting, inventorying, etc.

Children learn verses before they learn to read (e.g., “Liar, liar, pants on fire, nose as long as a telephone wire” for jumping rope, and Mother Goose standards like Jack Sprat and Hickory Dickory Dock.) Songs with repeated phrases, like “Here we go round the mulberry bush...,” remain with us long after the ideas and texts we learn much later will have been long forgotten. There are riddles, limericks, tongue-twisters, palindromes... all of these provide an opportunity to teach and learn speaking and writing in ways that yield the most durable results.

Poetry is about writing the poem, of course, but poems are written to be read silently and out loud, and listened to in the poet's own voice, if possible. Start by brainstorming a subject for the poem, and then try to write a catchy title. Often, the first line of the poem is the title, and may display starkly poetic imagery all by itself, as with, for example, Dylan Thomas' “The force that through the green fuse drives the flower.”

The Author



Jack Large is one of the founders of Korea TESOL. Over the years, he has served in various positions. At present, he is the facilitator of the Global Issues SIG, and is on the faculty of Seojeong College in Yangju, Gyeonggi-do. 

Which-Who-That: What?

In the last Grammar Glamour, I asked this question:

Why can't we say sentence 2?

1. She told me her name, **which** I promptly forgot.
2. *She told me her name, **that** I promptly forgot.

If you figured out that the answer has something to do with defining and non-defining relative clauses, congratulations! For those of you who have no idea what I just said, don't worry, I'm going to explain it.

Defining and Non-defining Relative Clauses

One of the most off-putting things about pedagogical grammar is the confusing terminology. You might have heard these terms for relative clauses: defining/non-defining; restrictive/non-restrictive; identifying/non-identifying. Don't sweat it - they're all the same thing. Here, I'm just going to use "defining/ non-defining."

Defining relative clauses: The information given in the clause is crucial to understanding the meaning of the sentence. For example, Many of the actors who appear in the movie "Taegukgi" are very famous. (Which actors? There are so many actors. I need to define the sentence more clearly, so I use *who appear in the movie "Taegukgi"*). I could still say, "Many of the actors are famous." But without the defining relative clause, nobody knows exactly what I am talking about.

Never say "never" to your students

Non-defining relative clauses: The information given in the clause might be interesting, but it is not essential to the meaning of the sentence. For example, The actor Won Bin, who appeared in such hits as "Taegukgi," is very famous. In this sentence, the relative clause gives extra background information. Without it, you'll still know that I'm talking about Won Bin's fame. Note the commas - those are for non-defining relative clauses.

Who Cares?

You may have been told that *that* can replace *which* or *who* in a sentence. You may even have told your students this. But actually, this can usually only happen in defining relative clauses, and that's why we need to know the difference. Another example: Many of the actors that appear in the movie "Taegukgi" are very famous. But not *The actor Won Bin, that appeared in such hits as "Taegukgi," is very famous.

So this explains why sentence 2 in my original question

is incorrect. The "which I promptly forgot" is not needed because it is non-essential information; it is a non-defining relative clause. Therefore, the *which* cannot be replaced with *that*.

Varieties and Registers

British and American English differ when it comes to relative clauses, but I won't get into all the

details in this article. Just remember, never say "never" to your students (Avoid saying: "We never use that in a non-defining clause.") Those kinds of sweeping generalizations will probably get you into trouble later. Also note that *that* replaces *who* in an informal style of English, but not generally in formal written English.

What to Tell Your Students

What if a student asked you my tricky question in class? I'm sure we can all identify with Joe from Seoul, who wrote to me saying "You're in front of the class and your mind goes blank, with thirty faces looking at you." Thankfully, Joe wisely decided to 1) offer to explain the grammar point after class, 2) provide many examples, and 3) refer to his copy of Swan's *Practical English Usage*. Good thinking! Teachers can also ask the other students in the class for their explanations.

Who Ya Gonna Call?

For immediate answers to your learners' questions, *Practical English Usage* and *The Grammar Book* are very useful references. For free online information, visit <http://esl.about.com>. Another wonderful free resource is "The Grammar Lady," <http://aacton.gladbrook.iowapages.org/id3.html/>.

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Swan, M. (1995). *Practical English usage*. Oxford: Oxford University Press.

The Author



Ksan Rubadeau (MA Applied Linguistics) is an in-service teacher trainer at the Gyeonggi-do Institute for Foreign Language Education. She is also the Treasurer for the Seoul Chapter of KOTESOL. Let her know when you've got a good, juicy grammar question.

Email: zoeksan@yahoo.com



Partners on the Web

Donor and Associate members of KOTESOL are our Organizational Partners. You may not be aware, but some of our partners have website services, companion websites for popular coursebooks, and offer virtual resource centers where teachers can access supplemental materials, teaching tips, and activities.

Pearson Longman has a site that is sure to interest teachers. Many of their popular textbooks have companion websites. Also recommended is a visit to <http://www.longman.com/teachers/index.html>. Options for young learners, teens, adults, business, or exams are available. Upon entering each site, you will find teaching tips, articles of interest, Q/A forums, suggestions for activities, etc. If graded readers are part of your program, then <http://www.penguinreaders.com/> is a worthwhile site. The teachers' guides and dossiers will make your extended reading program better than before.

Oxford University Press has similar offerings. Head over to their global website first: <http://www.oup.com/elt/teachersclub/?cc=global>. Like Longman, they also have a fantastic resource center that is categorized by age group or skill. The graded reader section is fantastic, and just like at the Longman website, you can access and download worksheets, tips, and activities. There's also a forum. OUP has also been generous in making several books available for download. Henry Widdowson fans will find a few of his applied linguistics books free for e-reading.


Cambridge University Press, <http://www.cambridge.org/elt/resources/>, has a resource site with articles, author interviews, and teaching tips. I've also made use

of the online dictionary. It's simple and fast. An entry list of similar words, idioms, and expressions is given, with each result hyperlinked to additional information. I've learned more than just a phrase or two, and I've become acquainted with many of the nuances between British and American English.

Another "must" is <http://www.onestopenglish.com/>. This is Macmillan's site. The layout is very easy to navigate. It is chock full of teaching tips, problem-solving ideas, lesson plans, worksheets, author interviews, etc.

The forum, although not well-trafficked, is extensive and intriguing for teachers aching for professional development opportunities.

Scholastic's website is also a gem, particularly for YL material and resources. You will find it at <http://teacher.scholastic.com/>. The graphic organizers are free to download, as are content-based lesson plans, and holiday worksheets. For more serious teachers, they even have an article bank, research papers, and "best practice" resources. The "Teaching with Technology" section is invaluable practical.

Many of these sites require membership sign-up, which is free. In addition, by visiting KOTESOL partner websites you will find yourself regularly updated on domestic ELT events. Happy webbing! 

Web Wheres

By Jake Kimball

'Round & About KOTESOL (Continued from page 17.)

Recently. Dr. Robert J. Dickey has had articles published in two international publications. His paper, "Considering Content for Language-Learning Classrooms" appears in the *Journal of English Language Teaching (India)*, 41(2), and a 1,000-word entry on Domestic Law appears in the *Encyclopedia of International Development* (New York: Routledge).

January 3, 2006. Dr. Joo-Kyung Park (President 1996-97) is heading for Australia for one year of sabbatical leave at the University of Queensland in Brisbane. As a visiting scholar, she will conduct research on the effects of the English immersion environment on Korean young learners of English.

February 2006. Dr. Sangdo Woo (President 2002-03) is taking his sabbatical leave in New Zealand. At the International School of English of Christchurch Polytechnic Institute of Technology, he will be an advisor to the Korean and English language programs. His research plans are in the area of pronunciation and vocabulary of Asian learners of English.

[Compiled by David E. Shaffer]

The CALL to Teach: Concordancers in the Classroom

You know the feeling. You have to teach a grammar or vocabulary point, and you don't want to put your class through that same dry material again. You want to put the power of authentic media to work for your lesson, but you don't have the time to sift through hundreds of lyrics and scripts.

Let's look at a tool that can help answer your prayers in this situation. This tool is a language-savvy search program, known as a *concordancer*. A concordancer searches a body of text called a *corpus* for examples of the requested search term or terms, and returns information about the context in which the term was found. To use a concordancer, you don't need to know much more than you need to use an email service such as Yahoo. What sets a concordancer apart from a normal search engine is its power to generate linguistically clear output, in the form of concordance lines and frequency lists. You can find many free concordancers on the Internet. However, most were written by linguists, and are ill-suited to teachers' needs. One good choice for the desktop is TextStat, free to download from www.niederlandistik.fu-berlin.de/textstat/. A more full-featured alternative is AntConc, free to download from <http://www.antlab.sci.waseda.ac.jp>. TextStat can process and generate files in various formats and can even retrieve from the Internet somewhat efficiently. If you want to concordance online text, try the online concordancer at <http://www.webcorp.org.uk>.

Concordancers typically generate three kinds of output: 1) keyword-in-context (KWIC) concordance lines, 2)

Concordancers generate three kinds of output.

collocation information, and 3) word-frequency lists. Each of these can provide us with valuable information, but KWIC lines are probably the most powerful of the three. For instance, if we search the script of *Monsters Inc.* for the word *get*, we get about a hundred lines like these:

CELIA: Go get 'em, Googley Bear! S
LLIVAN: We have to get Boo's door and find
are we supposed to get it now? Oh, it's a d
E: Why couldn't we get banished here? SULLI

If we wanted to use this movie to support rich instruction for the word *get*, these lines would provide us with the information we need in order to select

specific scenes for viewing. We can also use such lines directly as a teaching tool - a set of authentic, focused examples of a target structure.

KWIC lines also enable us to make efficient use of the Internet's vast textual resources. For instance, one popular textbook profiles an American singer as a backdrop for the present perfect tense. If we use the WebCorp concordancer to search for instances of *have* on a website carrying that singer's lyrics, we can easily identify *The Gift* by Natalie Cole as an appropriate song to use for reviewing the present perfect. That process takes only a few seconds.



Connecting with CALL

By Sam Henderson

The frequency-listing option is also enormously powerful for language teachers. Suppose you are considering a passage from an online magazine for an EAP (English for Academic Purposes) class. You might check its word frequency profile against the Academic Word List to see whether it really matches the lexical needs of your learners. Some concordancing programs allow you to carry out these comparisons directly. You can also use the length of a frequency list, relative to the length of the text, as a basic index of difficulty.

We can also use the collocational feature of concordancers to enhance our instruction on the phrasal aspects of language. This is a notoriously difficult area for East Asian learners, and an area where instruction often remains quite weak. Yet the importance of lexical phrases in language teaching has been recognized since the early 1990s. As with KWIC lines, the collocation-finding feature of concordancers helps us to zero in on the texts, and portions of text, to which we should draw our students' attention.

We've only scratched the surface of the potential of corpora and concordancers in the classroom. Interested in learning more? There is no better place to start than the comprehensive collection of links at <http://devoted.to/corpora>. Happy concordancing!

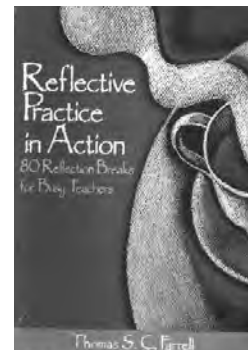
The Author

Samuel Henderson, is the new Facilitator of KOTESOL's CALL (Computer-Assisted Language Learning) SIG and the new columnist for this column. He teaches at Busan National University. Email: samueljhenderson@gmail.com



Reflective Practice in Action: 80 Reflection Breaks for Busy Teachers

Thomas S. C. Farrell
Thousand Oaks, California: Corwin Press, 2004.
Pp. xi +107



Reviewed by John Baker and Nashwa Badr

Dr. Thomas Farrell's *Reflective Practice in Action: 80 Reflection Breaks for Busy Teachers (RPA)* is an excellent resource for teachers from all disciplines who are interested in pursuing professional development. Its practical and grounded suggestions for busy and dedicated teachers are the result of the author's twenty-four years of teaching reflection, extensive publication in the areas of reflective teaching, language teacher education, teacher beliefs, and teaching methodology; and proven application in seminars and workshops in the United States, the United Kingdom, and Asia.

RPA is a welcome addition to the literature on the new scholarship of reflective teaching (Ziechner, 1999), for, while it offers a collaborative model, like Edge (2000) and others, it also provides opportunities for individual teachers to "examine their beliefs, values, and teaching practices" (p. 36) through a systematic method which helps seasoned and student teachers alike to reflect individually or as a group at their own paces and at the levels they choose. Towards these aims, its coherent structure and friendly jargon-free prose invite readers

(group discussions, classroom observations, journal writing, and maintaining a teaching portfolio); and Chapter 10 concludes with activities to help the teacher generate their own topics for future reflection.

RPA offers teachers, both individuals and groups, an opportunity to use "the book as a mirror to help them see how their backgrounds have influenced them, who they are now, and where they intend to go in their practice" (p. xi) through the array of topics and activities offered in its chapters. It even ventures into Internet applications with suggestions about email for more global reflective projects, but it does not directly address more advanced information technology. Inventive teachers, can, however, adapt its tested methods to the steady stream of communication applications that become available.

References

- Edge, J. (2000). *Cooperative development*. Harlow, England: Longman.
Zeichner, K. (1999). The new scholarship in teacher education. *Educational Researcher*, (28)9, 4 -15.

It provides opportunities to examine one's beliefs, values, and teaching practices.


to explore its comprehensive selection of topics in a linear step-by-step fashion or to use the easy-to-follow contents and index to go directly to their area of interest: Chapter 1 offers the reader an overview and choices about how to use the book; Chapter 2 explains the benefits of engaging in reflective practice; Chapter 3 outlines key historical research in reflective practice; Chapter 4 defines reflective practice and discusses the different levels of reflection; Chapter 5 offers a five-component model of reflective practice; Chapters 6 through 9 detail activities that can promote reflection

The Authors



Nashwa Badr received her MA in TESOL in 2005 from Indiana University of Pennsylvania where she is currently completing her PhD. Her research interests include second language acquisition and social identity theory.



John Baker, a former Busan Chapter member, holds an MA in TESOL, and is presently completing a PhD in Composition and TESOL at Indiana University of Pennsylvania. His research interests include autonomous learning and literature and composition in TESOL. He now works in Taiwan at Chung Hwa College of Medical Technology. 

Asia TEFL Conference Beijing

By Jake Kimball

Asia TEFL's third International Conference was held in Beijing, China, November 4-6, 2005, at the China Resources Hotel. The change of host country was a welcome, healthy move. For the past two years Asia TEFL's conferences had been held in Korea. It is good to see that this growing pan-Asian association is now spreading its wings. Next August, the conference will be in Fukuoka, Japan, and then in Malaysia in 2007. For readers who are not familiar with Asia TEFL, it is a fairly new organization (2003) with roughly 5,000 members, of which Korea-based members make up nearly 20% of the general membership.


The conference site was easy to find and about 30 minutes from the airport. Registering onsite and checking into the hotel proved to be a minor inconvenience but one easily overcome by the helpful staff. Once settled into my Western-style room, conference sessions were only a short elevator ride away. The PowerPoint-ready conference rooms were cozy, and comfortable, while a few were even decked out with PA systems. Rumor has it that a few presentations were marred by technological gremlins - and that seems to be par for the course at most conferences I've been to - but fortunately, my experience was glitch-free.

The theme for the weekend was *TEFL for Asia: Unity within Diversity*. Nine plenary speakers and ten featured speakers shared their wit and wisdom. Michael McCarthy gave an instructive, yet entertaining, lecture on how corpus evidence can inform teachers not only about dictionary usage, but also coursebook design and the interactive nature of dynamic conversations. Donald Freeman also attended and spoke on the evolution of teacher knowledge. Yang Huizhong's illuminating talk on the progress of a new Chinese learner English corpus was impressive, too. Other featured speakers (including former KOTESOL president Dr. Joo-Kyung Park,) were well-known

Asians who challenged me, a NEST, with alternative NNEST perspectives regarding education, methodology, and other Asian concerns.

Approximately 400 scheduled presentations made choosing individual sessions difficult when 15-20 were being held at any given hour. The quality of the sessions was quite good. A majority of the presenters were non-native speakers with a remarkable command of English. High interest topics were culture, language policy, multimedia and CALL (Moodle, corpora), and business English, as well as traditional topics (vocabulary, reading, methodology, etc.). At the conclusion of most sessions, participants often asked engaging questions. It's evident that quite a bit of Asian ELT research is being done that I may not have been aware of, one example being that a learner corpus of Korean English learners, called NICKEL, is expected to be released next year.

An assembly of student volunteers gathered at the site to help conference-goers. They all wore yellow T-shirts and stood out among the crowds, thus making them easy to spot and approach for directions, assistance, or a pleasant chat. I was impressed by their affable and outgoing demeanor. Kudos to whoever trained them. We at KOTESOL should strive to have a similarly high caliber of student volunteers at our conferences. It was also a delight to chat and natter with other conference-goers from remote provinces of China and other countries.

Beijing is an ancient city with many sights to interest visitors. A number of KOTESOLers opted to tour Tiananmen Square, the Great Wall of China, the Queen's Summer Palace, and the Silk Road Market. Along with souvenirs and pictures, I'm sure we all brought back with us satisfying memories and constructive ideas on how to improve our own conferences and our own teaching. 



Young Learners & Teens Symposium

By Jake Kimball

A sizeable crowd of teachers gathered November 26 for a one-day symposium on teaching young learners and teenagers. Daejeon-Chungnam Chapter and the Young Learners Special Interest Group (SIG) co-hosted the event at Korea Nazarene University in Cheonan. The afternoon began with event organizers Aaron Jolly (Daejeon-Chungnam Chapter President) and Jason Renshaw (Young Learners SIG Facilitator) giving introductory remarks. Our thanks go out to these two gentlemen, both of whom worked tirelessly to put on a fun and instructive event. Attendees not only learned, shared, and networked at workshops, but also took home a bound 243-page symposium kit which included workshop handouts and a resource bank of phonics, vocabulary, and grammar worksheets.

The featured speaker for the afternoon was Richard Graham. Richard, a former JET teacher based in Japan, is well known as the creative genius behind Genki English. "Genki" sums up his educational philosophy and teaching style. *Genki*, in Japanese, means "full of life" or "exciting." Richard engaged participants in two hands-on workshops covering various TPR-oriented tasks, phonics, games, and Harry Potter activities.

A total of 22 academic and commercial workshops given by local presenters rounded out the day. The academic areas covered included reading, literature, content-based instruction, motivation, writing, drama, English camps, and games and activities. Although there isn't space here to review each workshop, suffice it to say that there are some very knowledgeable,

serious, and sincere teachers working directly with young learners (YLS) and teenagers, designing materials, and training teachers who will one day teach YLS. These people deserve our professional respect and admiration for advancing Teaching Young Learners (TYL), a niche that normally doesn't command much respect or consideration in the EFL community, especially in Korea. Hats off to Eowyn Brown, Andy Finch, April Ham, Aaron Jolly, Michael Misner, Yannick O'Neill, Jason Renshaw, Thomas Santos, Dean Stafford, and Todd Vercoe for demonstrating what methods, activities, and projects work well in a TYL context.

Invited KOTESOL partners are also to be thanked for their generous support in the way of presentations and door prizes. Several presenters representing commercial organizations must also be noted for their exceptional YL know-how: Claire Cho, Steve Ferguson, Clare Hambly, Rilla Schram, and Linda Shin.

A raffle concluded the Symposium, with many attendees going home with books, prizes, and smiles. Afterward, Korea Nazarene University hosted a Thanksgiving feast of turkey with all the trimmings and a fare of mostly home-made dishes. This veritable smorgasbord of Templetonian proportions (hint: *Charlotte's Web* reference) provided for a wonderful post-symposium venue to reflect on the day's event and allow for a cultural get-together. Pastor Joshua Broward deserves special thanks for liaising on behalf of Korea Nazarene University and the University's International English Church, providing the necessary volunteer muscle and also organizing the superb meal, which by the way, was an inspiring opportunity for Koreans and native-English speakers from nearly 20 different countries to share an American holiday.

Without a doubt, young-learner teachers unable to attend missed out on a fantastic professional development opportunity. Hopefully, 2006 will see a third YL Symposium!

The Author



Jake Kimball is Editor-in-Chief of *The English Connection*, KOTESOL National 2nd Vice-President, and founder of the Young Learner Special Interest Group. Jake also delivered the plenary address at the YL and Teens Symposium.



KOTESOL In Action

Edited by Jason Renshaw

Special Interest Groups

CALL SIG

By Samuel Henderson

Hello everyone, my name is Samuel Henderson. I'll be the new facilitator for the CALL SIG, and I look forward to working with all of you. With your help, I hope to build this SIG into as good a SIG as it can possibly be. I have high hopes for this SIG and would like to bring it up to par with JALT's CALL SIG. That's not a small task, but I know we can do it.

I'd like to thank the good Mr. James Trotta, our previous facilitator, for his hard work on behalf of the SIG. I only hope to build on that foundation. In the near term, I plan to focus on building the SIG website into a valuable resource for teachers in Korea. To assist in this, I have installed a Wiki at <http://call.en411.com/>. There is also an attached forum at <http://en411.com/forum/>. I'll post more on my website plans in the near future; in the meantime, contributions to the Wiki and forum are welcome. Also welcome are any comments on the direction you think this aspect of the SIG should take. I'm still "finding my feet" as a facilitator, so please help me out by offering any advice that you may have. In fact, without your help and advice, I'm sure I won't be able to accomplish much.

Christian Teachers SIG

By Heidi Vande Voort Nam

At the International Conference in October, a workshop on the relationship between "The Christian Teacher and the Secular Workplace" served as a meeting point for many old and new members of the CT-SIG, several of whom lingered after the Conference for further fellowship over dinner.

Our message board (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/) has had record numbers of messages this fall. Recent messages have included prayer requests, teaching resources, research projects, job postings for Christian English teachers, and information about the upcoming Christians in ELT Conference. We have also discussed the following topics: Why Christians sometimes fail to excel as English teachers, the role of faith in the teaching of culture, conflict between course content and student belief systems, relationships with agnostic co-workers, and teaching respectful conversation.

The CT-SIG website features a growing number of resources. One addition is a set of links to Christian MA TESOL programs, including Azusa Pacific University, Trinity Western University, Columbia, Biola, and Wheaton. Intensive short-term certificate courses are available at both Wheaton and Biola. Another addition to the CT website is a database of English congregations in Korea. The database currently contains 39 churches from a variety of denominations. We will use the database to network with English congregations around Korea as we plan special events for Christian English teachers. Please feel free to add your own congregation to the database. The more the merrier!

We are currently seeking a partner church to sponsor a retreat for Christian English teachers in the summer of 2006. If you would like to help plan the retreat, please contact Heidi Nam (heidinam@gmail.com).

Last but not least, the CT-SIG congratulates Lance and Inna Kelly on the birth of Sarine Jill Avenir Kelly!

Global Issues SIG

By Jack Large

The annual Conference was satisfactory in every respect, except perhaps in the relatively weak showing by the GI-SIG, for which the facilitator must accept full responsibility. A couple of unexpected elements contributed to the lackluster picture of a SIG without a presenter or a pre-readied display or program to heighten interest in the SIG and attract fresh faces and energies to its activities. Nonetheless, it was possible to show our colors and represent, and we did the best we could with what we had.

The signal undertaking was to summarize the steps leading to the culmination of the tsunami relief project, namely the distribution of funds contributed by individual members and matched in the amount of one million won by the national treasury, thanks to steadfast effort by the president and treasurer.

The KOTESOL fund was distributed to surviving family members of Aceh English teachers whose lives were lost in the disaster, or to teachers who lost their homes or family members or both. More than a dozen individuals received cash contributions equivalent to one month of salary, and three individuals who worked to identify and contact other eligible recipients were awarded double the amount. Rosnida Sari, of the Al-Raniry Language Institute in Banda Aceh, used the small remaining amount of funds to give Internet training to a half-dozen teachers-in-training who were not yet familiar with the World Wide Web.

We are now preparing to help with AYF events slated for Kitakyushu in Nov. 2006, and Bangkok in Jan. 2007. In the meantime, we'll be working to get teachers interested in a Peace Quilt with panels by KOTESOL

teachers and their students, intending to offer it to a counterpart organization in North Korea, once an appropriate group is located.

Finally, special recognition is due Bob Snell for his work on our web presence and to Melanie van den Hoven, who has made the most ingenious use of the forum. Thanks also to everyone who registered this year, and helped make the forum an interesting and key component of the global issues entity.

Research SIG

By David Kim

No news at this time. For details of upcoming events, contact David Kim, Facilitator: kdi.kim@utoronto.ca, or visit our website at <http://www.kotesol.org/rsi>

Teacher Education and Development SIG

By Kevin Landry

On the discussion side of things we briefly looked at giving exams and teaching standards. I offered the written part of my midterm exams for a look at what other teachers were doing. Mine was taken from a freshmen English text and dealt mostly with vocabulary and grammar. Kevin Parent offered his interesting midterm question that he was reluctant to do before. The question: Based on your performance so far, what grade do you think you deserve? Students had a few minutes to think about it; then the first randomly chosen student had to come to his office and discuss it with him, one-on-one. They were informed that they would get the grade he felt they deserved, not the grade they said.

I put up a link to English language arts standards http://www.nbpts.org/pdf/ea_ela_2ed.pdf. The National Board for Professional Teaching Standards is quietly gaining ground in the US as advanced certification for public school teachers. It focuses on classroom practice. Jake Kimball mentioned the "English as a New Language" Certificate that is more useful for ESL teaching ages 3-18. Scoring rubrics for teacher performance were introduced. Also, the ESL Standards Implementation Database is a searchable database that includes the survey information of US states, districts, and schools that are involved in using the ESL Standards for curriculum, assessment, and professional development purposes.

Writing & Editing SIG

By Adam Turner

A new facilitator is needed for the WE-SIG group. If

you have a keen interest in writing and editing and want to develop your leadership skills, contact Jake Kimball, ilejake@yahoo.com. Please visit our website at <http://groups.msn.com/kotesolwesig>

Young Learners SIG

By Jason Renshaw

The YL-SIG group has just successfully held its second national symposium, this time in conjunction with the wonderfully keen and well-organized Daejeon-Chungnam Chapter! With 22 scheduled presentations from 18 young learner and teenager specialists (including two from our special international guest Richard Graham from Genki English in Japan), this was nothing short of a fabulous success. For this event, we focused specifically on practical, hands-on workshops with the basic goal of giving attendees plenty of materials and ideas to use the very next week in their own classroom contexts. Both young learner and teenager tracks were well catered to, and the event was supplemented with a 250-page symposium kit featuring detailed handouts and supplements. Special thanks are due to Ewha Changwon for donating the funds and staff to organize the printing of these symposium kits.

I really want to thank our fantastic line up of presenters (Richard Graham, Dean Stafford, Aaron Jolly, Eowyn Brown, Michael Misner, Rilla Schram, Steve Ferguson, Clare Hambly, Todd Vercoe, Claire Cho, Thomas W. Santos, Yannick O'Neill, Michael Meyers, Andrew Finch, and Linda Shin) for putting on such high quality workshops and working so cooperatively with me to create a targeted and hands-on program. My appreciation also to Jan Totty and Rilla Schram from Longman, Steve Ferguson and Clare Hambly from Oxford, and Linda Shin from Scholastic for putting in a good showing from the publishers' perspective and showing such care and enthusiasm for our event. I also want to send a very personal thank you to Aaron Jolly and Joy Garratt, who along with the whole Daejeon-Chungnam Chapter Executive were absolutely outstanding to work with.

On a final note, I think this feedback from Jennifer Young, a Seoul Chapter YL-SIG member who attended the event, best sums up its value to YL and Teen practitioners: "I thought it was a great day all around - overall I felt spoiled for choice. I got lots of great ideas for my classroom. I sometimes feel like the only KOTESOL member teaching elementary-aged students, so I enjoy getting together with others like myself, who take our jobs seriously in an industry that doesn't always take us seriously. It was a great day out."

We have some ambitious plans for the YL-SIG for 2006. Become a member of the SIG to find out more. Please contact me at englishraven2003@yahoo.com.au, or visit our Yahoo Groups page on the web:

<http://groups.yahoo.com/group/KOTESOL-YL-SIG/>

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Rob Dickey

The Busan-Gyeongnam Chapter has seen lots of changes in the past few months. The November 26 Chapter meeting was rescheduled to December 3 to avoid conflict with the Young Learners Symposium. There were some officer resignations during the past months, but at the December 3 Annual General Meeting a new team was elected, with Secretary Todd Vercoe taking the reins as new Chapter President. (See Who's Where in KOTESOL for other new officers.) Todd announced that, based on discussions during the general meeting, he intended to take the chapter on the road, with hoped-for destinations including Ulsan, Jinju, and Changwon/Masan.

Cheongju Chapter

We will meet December 10 after our meeting for a holiday potluck dinner. Join us as we celebrate the holiday season and exchange Christmas gifts. Feel free to contact us or check our Chapter homepage for further details: <http://www.kotesol.org/cheongju/>.

Daegu-Gyeongbuk Chapter

By Fred Stark

Daegu Chapter's workshops started up again this fall in a new location on the KNU campus - new for us, new for the university. We moved to the new Language Institute Building, a short walk north from the old meeting site. Room 120, a big, bright, many-windowed lecture hall on the ground floor, has been made available to us.

Our speaker in September, Sara Davila, helped inaugurate the new venue with a well-attended presentation on ways to involve students in the process of assessing their progress in various language-learning settings. Sara, who is Curriculum Coordinator at the English Village Ansan Camp, shared a number of her experiences with expanded assessment in that setting. She then conducted a workshop in which we each wrote a short speech, presented our speeches in small groups, and assessed the performances using rubrics we had created. In October, our Chapter President, Dr. Steve Garrigues, led us through an exploration of music from around the world. In so doing, he demonstrated some of the ways he uses world music in his university classes to foster development of cultural awareness and

language skills. Participants listened with rapt attention as Steve played songs from Algeria, Bolivia, Ethiopia, Greece, Indonesia, Serbia, Uzbekistan, and other countries.

One of our members, Glenn Hadikin, has set up a special Yahoo Discussion Group for the Daegu Chapter. He wants this to become a way for members to stay in touch between monthly meetings, share tips about teaching and living around Daegu, and chat casually. Check it out and join at <http://groups.yahoo.com/group/KOTESOLDaegu/>.

Daejeon-Chungnam Chapter

By Aaron Jolly

Daejeon-Chungnam Chapter had a great year. Luckily, there was some crossover in leadership with Treasurer Tony Hyunchul Ju, 2nd VP Mira Kim, the consummate web-finesse of our webmaster David Deeds, and Chapter President Aaron Jolly, who continued in their roles right through to the end of this year. Although Susan Kim moved on at the end of last year, we had the good fortune of discovering new senior chapter leaders Mrs. Joy Garratt (1st VP) and Stephanie White. Stephanie is the driving force behind our successful bid for the spring National KOTESOL Conference to be held next May at Hoseo University in Cheonan-Asan. The event will be held on Saturday, May 13, 2006. Stay tuned for details of organizational meetings, or contact one of us to declare your interest in being involved.

Gangwon Chapter

By Chris Grayson

Our final regular meeting of the year was held Saturday, December 3, at the Sokcho Office of Education. Brian Dean of Gwandong University demonstrated the use of Internet technology using examples of how his students record and practice dialogues. Then, Norlan Page, who works with Sokcho elementary school students, reported on the recent Young Learner Symposium he attended in Daejeon.

Gwangju-Jeonnam Chapter

By Maria Lisak

This fall in Gwangju was a busy one. September's presentation by Tommy Che Vorst got KOTESOL and GIC members mixing. Tommy presented classroom management techniques for large groups. In September, Gwangju Chapter also welcomed the Gwangju-Jeonnam community by staffing a promotional table at the Gwangju International Community Day on September 25th at Chosun University.

It was great to see so many members (new and renewing) at the KOTESOL International Conference in Seoul on October 15-16. For members who couldn't shoot up to Seoul for that jammed-packed conference, an Outreach Workshop was held at Suncheon National University. Tony Schiera and Liz Jones presented great games and storybook materials for private academy teachers. Special thanks to National KOTESOL for the wonderful promotional items for attendees, OUP for their support, and Mr. Kim of Top Bookstore in Gwangju who donated dictionaries.

In October, the festive side of Gwangju KOTESOL was evident in a BBQ at Seokang College. Special thanks to Kasia Auer for her organization of this event. Honam University also invited KOTESOL members to get involved in their Culture Night and bonfire, which focused on dances from around the world. In November, the HETA Fall Conference was a great success at Chosun University. HETA, Honam English Teachers Association, is a collaborative organization of Gwangju Chapter, and three invited Chapter presentations were made at the Conference.

Chapter members also presented around Korea and abroad. Check out our website to find out about the cool work our local members have been doing. December is a crazy time to get together, but on December 3, we held our holiday party at the Turtle Boat Restaurant in Gwangju. Chapter officer elections were held and we can now look forward to a great new team and a productive 2006 (See Who's Where in KOTESOL for new officers. More elections coming in March.) Check online for dates and details of winter workshops and the Gwangju Spring Conference in April.

website or Who's Where in KOTESOL for the results.

Seoul Chapter

By Mary-Jane Scott

Seoul Chapter has been invigorated with the presence of our new executive officers, who are working hard to provide even better service for our members. Along with executive members of other chapters, our team manned the customer services table at the recent International Conference and did their best to promote chapters and membership benefits.


Refreshed and full of new ideas from the Conference, we are now planning our annual May event for 2006. The theme will be Classroom Management: Creating a Successful Classroom. Watch this space for more details as planning gets underway in earnest.

Our regular workshop in September featured the irrepressible Aaron Jolly. He entertained us all with his tales of teaching unmotivated low-level middle school students, and gave us great ideas for motivating them with communicative games. It's amazing how even adults become competitive and motivated when faced with the prospect of winning points and chocolate for their team. We have some great presenters lined up for future workshops. Join us for the year's final meeting on December 17th. Jake Kimball will offer a workshop on teacher evaluation and assessment. Check our renovated website, www.kotesol.org/seoul, for an updated schedule. Following the meeting, we will amble over to Suji's Restaurant for our 5-7 pm Christmas dinner party!

North Jeolla Chapter

Our end-of-year festivities were sensational! We returned to Jeonju University's English Cafe for our last meeting. (We'll be returning to our downtown meeting place by the spring). Three presenters, Gayl Kim, Tyrone March, and Maria Lisak, gave us a workshop about assessment. It was quite engaging and gave everyone something to think and talk about. Afterward, we went to Kathy Cha's home for our annual Christmas potluck dinner. Finally, congratulations to our newly elected 2006 officers. Please check our

Suwon-Gyeonggi Chapter

English is alive and well in Suwon. We had an outstanding Conference on November 19. The theme for the day was Commitment to Diversity in EFL English Education. With 12 presentations covering three strands, we had a very good balance of Korean and native-English-speaker workshops. Friends and colleagues, please feel welcome to visit our dynamic Chapter every third Saturday of the month from 3 to 5 pm at the University of Suwon. 

Have you been to a
Chapter Meeting?

Busan-Gyeongnam * Cheongju * Gangwon
Daegu-Gyeongbuk * Daejeon-Chungnam
Gwangju-Jeonnam * North Jeolla
Seoul * Suwon-Gyeonggi

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Compiled by David E. Shaffer

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Dr. David E. Shaffer, Korea TESOL Journal 2005, Reviews Editor. Chosun University, Gwangju. [See National Officers & Committee Chairs section for contact details.]

Jake Kimball, KOTESOL Proceedings 2005, Supervising Editor. ILE Academy, Daegu. [See National Officers & Committee Chairs section for contact details.]

Dr. David E. Shaffer, KOTESOL Proceedings 2005, Supervising Editor. Chosun University, Gwangju. [See National Officers & Committee Chairs section for contact details.]

Jake Kimball, The English Connection, Editor-in-Chief. ILE Academy, Daegu. [See page 4 for contact details.]

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

International Calendar

Compiled by Jake Kimball

Conferences

Dec 1-3 '05 The Second Pacific Association for CALL Conference (PacCALL), "CALL Directions: New Identities and New Communities," Yunnan University, Kunming, Yunnan Province, China. (Email) prop2005@paccall.org. (Web) <http://www.paccall.org/>

Jan 19-21 '06 The 26th Annual Thailand TESOL International Conference: "Teaching, Learning, Researching: Three Pillars of TESOL" Chiang Mai, Thailand. (Web) <http://www.thaitesol.org/>

Jan 23-25 '06 Christians in English Language Teaching. "Heart, Mind, Spirit: Faith-Filled Professionalism in the Classroom." Papaya University, Chiangmai, Thailand. (Email) Brad Baurain bbaurain@elic.org

Feb 25-26 '06 The 2nd CamTESOL Conference: "Improving the Practice." Pannasastra University in Phnom Penh. (Email) info@camtesol.org (Web) <http://www.camtesol.org/index.html>

Mar 10-11 '06 2006 International Conference and Workshop on TEFL and Applied Linguistics: "Language Teaching in the 21st Century: Trends, Policy, and Needs," Ming Chuan University, Taiwan. (Email) hhj@mcu.edu.tw.

Mar 15-19 '06 TESOL 2006: "Daring to Lead." Tampa Bay, Florida, USA. (Web) www.tesol.org

Apr 8-12 '06 The 40th International Annual IATEFL Conference, Harrogate, Yorkshire, UK. (Web) www.iatefl.org

Apr 22-23 '06 National Chung Cheng University, 2006 International Conference on English Instruction and Assessment, Chiayi, Taiwan. (Email) admada@ccu.edu.tw (Web) <http://www.ccunix.ccu.edu.tw/~flcccu/>

May 8-10 '06 The 6th Malaysia International Conference on English Language Teaching: "Achieving Tangible Standards: Benchmarks & Best Practices in English Language Teaching." Hotel Equatorial Melaka, Melasia. (Email)

micelt2006@yahoo.com (Web) www.micelt.com.my

Aug 18-20 '06 Asia TEFL: "Spreading Our Wings: Meeting TEFL Challenges." Fukuoka, Japan. (Email) AsiaTEFL@2-mail.com (Web) <http://www.asiatefl.org/index.html>

Nov 2-5 '06 JALT 2006: "Community - Identity - Motivation." Kitakyushu International Conference Center, Kokura, Kitakyushu City, Fukuoka Prefecture, Japan, Japan. (Email) jalt@gol.com (Web) <http://jalt.org/>

Calls for Papers

Dec 26 '05 for Apr 22-23 '06 National Chung Cheng University, 2006 International Conference on English Instruction and Assessment, Chiayi, Taiwan. (Email) admada@ccu.edu.tw (Web) <http://www.ccunix.ccu.edu.tw/~flcccu/>


Feb 28 '06 for Aug 18-20 '06 Asia TEFL: "Spreading Our Wings: Meeting TEFL Challenges." Fukuoka, Japan. (Email) AsiaTEFL@2-mail.com (Web) <http://www.asiatefl.org/index.html>

Feb 28 '06 for May 8-10 '06 The 6th Malaysia International Conference on English Language Teaching: "Achieving Tangible Standards: Benchmarks & Best Practices in English Language Teaching." Hotel Equatorial Melaka, Melasia. (Email) micelt2006@yahoo.com (Web) www.micelt.com.my

Apr 28 '06 for Nov 2-5 '06 JALT 2006: "Community - Identity - Motivation." Kitakyushu International Conference Center, Kokura, Kitakyushu City, Fukuoka Prefecture, Japan. (Email) jalt@gol.com (Web) <http://jalt.org/>

Jun 17-20 '06. The American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquee/Canadian Association of Applied Linguistics (ACLA/CAAL) Joint Conference, Hotel Hyatt Montreal, Montreal, Quebec, Canada. (Email) aaal@primemanagement.net, (Web) <http://www.aaal.org/aaal2006/>

Submissions

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



40th IATEFL Annual Conference and Exhibition

Harrogate, England, APRIL 8-12, 2006

2006 Asia TEFL International Conference

***Spreading Our Wings: Meeting TEFL
Challenges***

CALL FOR PAPERS

Deadline: February 28, 2006

Email: AsiaTEFL@2-mail.com

Web: www.asiatefl.org



**Seinan Gakuin University
Fukuoka, Japan
August 18-20, 2006**

KOREA TESOL MEMBERSHIP INFORMATION

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

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

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

Regular Membership: Annual dues are 40,000 won. Two-year dues are 75,000 won.*

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

International Membership: Annual dues are US\$ 50.*

Lifetime Membership: Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership: See our website.

* **Period of membership:** 12 months from the month of application to the 1st day of the 12th month following that date.

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

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

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

Online Membership Application

Tired of faxing or emailing membership applications?

New membership application and
renewals can now be made online at:

<http://www.kotesol.org/forms/memberform/>

Constitution & Bylaws of Korea TESOL

Constitution

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

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

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

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

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

V. Officers and Elections. 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

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

Bylaws

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

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

II. Membership and Dues. 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

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

III. Duties of Officers. 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, developing,

and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order, Newly Revised* shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits. An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.