

The English Connection

A Korea TESOL Publication

Winter 2015, Volume 19, Issue 4

New Column:
Postgrad Course **Review**

Plus:
Teaching Talking
about **Global Warming**

And:
What You Enjoyed/Missed at
the **2015 International Conference**



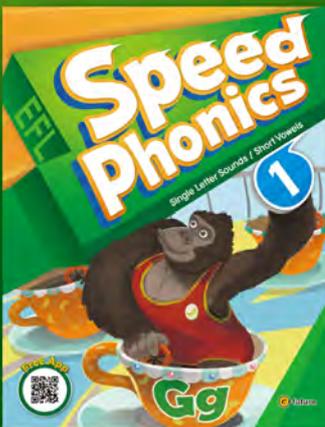
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To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.

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Editor-in-Chief

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Associate Editor

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Publications Committee Chair

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Copy Editing and Proofing

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Anne Hendler

Dean Jorgensen

Julia Morss

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Suggestions and contributions to tec@koreatesol.org

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Conference Calls



Sangji University
Wonju

National Conference 2016



Conference Date: May 28, 2016

Theme: *Our Provinces*

Presentation Proposal Deadline: **March 1, 2016** (Submit 200-250 words; 50-word bio sketch)

Lecture-style Talks: 45 min. // Hands-on **Workshops**: 45 or 75 min. // Priority to theme-related presentations

Special Colloquia: 110 min. See website for details.

Important details at: koreatesol.org/nc2016CFP



open call for **PRESENTATIONS**

Gwangju-Jeonnam KOTESOL Conference

March 12, 2016, GNUE, Gwangju

Theme: *Service – A Tradition in Teaching*

Presentation Proposal Deadline: **January 31, 2016**

Submit 200-words + biodata to: chosunu@yahoo.com

45-min. Practical Presentations / Workshops,
25-min. Research Reports. All ELT topics welcome.

More details coming: koreatesol.org/gwangju



Editorial

By **Julian Warmington** Editor-in-Chief

Welcome to the final issue of *The English Connection* for 2015. Great thanks go to all volunteer contributors of text, images, expertise, and time to help sculpt these pages throughout the year.



In this issue, we focus on two major topics covering the last few months: We check the favorite International Conference presentations attended by our three reviewers, Teresa Manabat, Mitzi Kaufman, and Dr. Ian Done D. Ramos, from page 11. We also celebrate, from Assistant Editor Chris Miller's special extra-length book reviews on page 26 through to articles by special guest contributors such as Greg Brooks-English on page 21, December's historic Paris Climate Change Conference.

Featured KOTESOL interviewee Josette LeBlanc would agree that the greenhouse gas effect is a very valid topic for any teacher with a genuine interest. In the interview from page 16, Daegu-based Josette outlines her belief in the importance of teachers sharing content about which they feel passionate, instead of pre-selected subjects found in some textbook, and how she came to share a stage at the IC with plenary speaker Chuck Sandy on this wider topic.

Perhaps few English teachers among us here in South Korea are yet to have any interest whatsoever in climate change, let alone any degree of "passion" for it. How is this subject different from the death penalty, or the role of governments in reducing smoking fatalities? Simply put: Climate change is affecting every living thing in ways those other issues never will, and it will only continue increasingly rapidly and dangerously to do so. The world our students are about to inherit needs us all to be interested, informed, and sharing this information as fast as possible.

We can no longer remain blissfully ignorant in a profession in which we are models of educated and informed individuals. Further, we have a unique opportunity to gain and contribute perspective on this largest of life-and-death matters while working cross-culturally, and living in the most 'Net-connected country on Earth.

This year, it emerged that Exxon's own scientists established the danger of climate change as early as the 1970s, even using the word "catastrophic" in their shockingly accurate predictions, yet since then they funded others to refute their original factual findings to create doubt and misunderstanding. On page 23, Ryan Hofer shares his personal and professional response. Other practical classroom ideas are shared by Alexandra Panos and the team from Indiana University Bloomington on page 24.

There are other ways of responding to our great inter-generational challenge though, and simply bringing joy to the art of learning is important and valuable. Whatever you teach this coming year, we wish you every joy in work and life in the year ahead.

Julian Warmington

By Lindsay Herron
KOTESOL President

President's Message

As 2016 dawns, I find myself with some very large shoes to fill. For the past two years, Peadar Callaghan has been a leader of great vision and dedication, inspiring members with his outside-the-box thinking and candor while encouraging all of us to aspire to ever greater heights. He has been a role model for many with his dedication to transparency, accountability, and what I've come to think of as expeditious dreaming. If you came to him with an idea, Peadar would give you the push – and the tools – you needed to get it underway.



In the coming year, I hope this trend will continue. KOTESOL's biggest strength, I believe, is its members. We have a truly amazing group of people – you, all of you! – with a magnificently diverse set of strengths, skills, and experiences. Working together toward the same goals, I am extremely optimistic that we'll continue to improve KOTESOL and surmount any obstacle we encounter.

To this end, I hope our members will continue to participate actively in the organization. Got a project you would like to undertake? Talk to us, and we'll try to give you the support you need. Interested in taking on a greater leadership role in the organization? Tell us, and we'll make sure you have opportunities to increase your involvement. Got a special talent you'd like to use or a skill you'd like to develop? There's definitely a place for it in our organization!

At the same time, we have a fine line to tread, as the keywords for 2016 are going to be "frugal thinking" and "fiscal responsibility." In setting the budget for the coming year, the National Council has already taken steps to trim expenses while maintaining the exceptional level of benefits our members have come to expect. It's true, too, that there's always a reason behind everything KOTESOL does and how we do it. These reasons are usually based on experience, and may even be influenced by forces beyond our control, but members are always invited to share their ideas, questions, and suggestions. After all, a new voice might offer a fresh perspective that turns the underlying logic on its head – or at the very least, prompts a re-examination of the initial rationale to see if it's still sound and applicable. We have strong and solid foundations; what we need now is not just change, but judicious and considered change.

I'm very excited about 2016. I believe the coming year will see increased cooperation and participation, not only within our organization, but also with our domestic and international partners, who are invaluable sources of inspiration and mutual aid in this grand ELT adventure. I'm looking forward to hearing and implementing the creative solutions and ideas proffered by our members, and to follow Peadar's example of open-minded enthusiasm and respect for the diverse perspectives of all our members. Most of all, I'm excited about upholding KOTESOL's twenty-year tradition of excellence. Yes, we'll face some challenges; but together, with initiative and dedication, we can continue to improve KOTESOL, making our organization a touchstone for professionalism and a respected community of practice in Asia.

Lindsay Herron

Past Presidents Speak: *What advice would you give the incoming President?*

The good Peadar Callaghan has left the field. Lindsay Herron has stepped up to the presidential plate. Where could she possibly be thinking of taking KOTESOL next? Four of our fine past presidents share their suggestions, experience, and insight.

Scott Berlin, KOTESOL President, 1993-94

As president my biggest challenge was to create a long-term vision for Korea TESOL and then to delegate the tasks to those people who would set us on the course to that vision. I knew well that anything anyone did for KOTESOL was done on a voluntary basis. For that reason, I hesitated to ask directly or delegate tasks and jobs to others. I relied mostly on what people were willing to volunteer for.



Fortunately, our members were willing to work on conferences. Planning, organizing, and putting on the annual conference was the major event/task for us in the beginning. It utilized the combined work of nearly all of the active KOTESOL members. To give you an idea of the time and scale of KOTESOL's history, I can remember a time when just two people did 90% of the work for the conference. So if I could get 10-15 people to volunteer to work in the conference, I thought we were "rollin'" along. For a start, I was satisfied with that. Not everyone was: They had greater ideas. "We should do this! We should do that! You should order people to do ...!" What I had in my mind at that time was to attract new members by hosting a very professional and useful conference. My assumption was that when teachers experienced the quality and level of a KOTESOL Conference, they would be motivated to get involved.

Personally, I don't consider my contribution to KOTESOL as its first president to be that great. I do wish I could have had a better and grander vision for the organization. I am very happy and proud to see that KOTESOL has grown into something far greater than what I could have envisioned 20 years ago.

Andrew Finch, KOTESOL President, 2000-01

KOTESOL has the potential to inform TEFL practitioners and researchers about ELT. This is a highly test-driven society, and students at all ages and levels are mostly extrinsically motivated to learn English. This is a very specific environment that has not been covered in the academic books written in ESL countries.



I see KOTESOL as having a duty to research the teaching situation, the students, and their learning environment. There are many areas that can benefit from such research. Rather than complaining about traditional teaching methods and learning styles, we have the opportunity to research these qualitatively (using action research, case studies, etc.) and to report the results and findings in the KOTESOL journal. This will provide a valuable collection of data on EFL in the test-driven environment and can cover applied psychology, applied sociology, autonomy, affect, attitudes toward learning, classroom dynamics, higher-order thinking skills, beliefs and perceptions about learning, cultural factors, etc. It might even lead to books being written about TEFL and published by KOTESOL. These will be much more relevant than books imported from ESL situations.

Newer KOTESOL members might have little use for research at this stage in their careers; however, if they stay in the profession, they will see the value of action research is that everyone can research their classroom situation. In addition, KOTESOL issues a range of publications throughout a year. KOTESOL gains respect from other associations in Korea for these publications, and thereby offers valuable research findings to the ELT community. Email: thyme4t2@gmail.com

Louisa van Dijk (Louisa Kim), KOTESOL President, 2005-06

"Delegate, delegate, delegate." At 27, I became KOTESOL's youngest president. I did not have any English-related qualifications, and indeed, I did not have much experience as an English teacher. There were criticisms of my relative youth and lack of training, but I threw caution to the wind and did things my way. My management style is *laissez-faire*. I hold the belief that people are inherently motivated and should be trusted to do the tasks and the responsibilities they are given. With this in mind, I assembled a team that I knew I could trust. We did what we could, and according to one former member, I "helped unify the organization's feel and message to create a powerful educational body."



Accept help with graciousness. No one is expected to be a super(wo)man. We all have our limits. I have long realized that there are always people who know better and who can do better. This is especially true for KOTESOL. We have members who are extremely competent and capable, but above all, who are willing to lend a hand when needed. It is, therefore, up to us to seek and accept help without the feeling of inadequacy. Indeed, no one ever made me feel that way. I have never been one to shy away from seeking help, and I discovered that when I did ask, my esteemed colleagues were all only too happy to guide and advise me. Email: tzechuk@gmail.com

Tory S. Thorkelson, KOTESOL President, 2008-09

1) *Choose the right people – and not always the same people.* We are fortunate to have a number of people who keep taking on the same jobs (or multiple jobs), but this is not how we as an organization will best grow. New people need to be brought in, trained, and put in the right places with everyone's support for greater successes.

2) *Transparency in everything.* Peadar and his team made a huge impact on how the leadership



is perceived. However, it is still not being applied in other parts of the organization. SIGs, for example, need to feel valued as part of KOTESOL. The entire membership needs to see that KOTESOL is working for them in every way, both big and small.

3) *Diversity is our survival both in terms of events and people.* Every chapter, for example, does not have to have its own conference with big-name plenary speakers. Each chapter should have at least one event per year that every other chapter supports as their signature event; the Jeonju Drama Festival or the Daejeon-Chungcheong Chapter Symposium are good examples of such outstanding efforts.

As a separate issue from number 1, we need to address the needs of members at all levels of teaching (K-12 and university), but also to look at helping teachers of other languages as well as English teachers. The pedagogy for TESL/TEFL is pretty well developed and has been applied to language programs like the Korean program at Sogang University. If we want to increase our membership realistically, maybe some sessions or symposiums on language teaching for other languages based around ELT methods would be a good idea. Further, more and more non-E2-visa country teachers are arriving and working here. We may need to reach out to them and address some of the issues that are unique to them to bring more people to our national or international conferences.

4) *Serving our members better.* What do our International members get out of KOTESOL that is unique? What do our lifetime members get out of their membership other than saving money? It is not enough for us to keep only our annual members happy. While much smaller than our one-year members in quantity, the quality and dedication of these other groups has been mostly ignored or devalued for too long. This needs to change. Email: thorkor@hotmail.com

Membership not current?

Not a member yet?

KoreaTESOL.org/join-kotesol

By Teresa L. Manabat

Topic: Can Phonics Instruction Be Fun, Effective and – Shorter?

Gabriel Allison explored different phonics activities and games in a simple and engaging presentation. Workshop participants were shown a series of phonics instructions using word-picture associations and repetitions. At the beginning of the talk, the speaker emphasized three questions to consider in designing classroom games for phonics instruction: (a) the aim of the game, (b) how it is played, and (c) how it can be adapted in terms of student level, class size, and physical environment.

One of the games that I liked was Running Dictation, where the class is divided into two teams. Each team selects two runners and two writers who take turns doing a task. The teacher prepares sentences and places them around the room. Each team runner runs to the sentences and remembers as much as they can, and then dictates it to the writer, who writes down what the runner relays, which requires attention to pronunciation on the runner's part. I liked this activity because it engaged students in the use of different skills, and it gave each participant clear goals for success.

Although the target audience of this presentation was teachers of young learners, I found that the phonics games could be useful and easily modified for tertiary-level language courses. Since I currently teach a TOEIC Speaking class, which deals heavily with pronunciation, this presentation provided useful and practical resources that I, and likely many other attendees, could immediately put to use.

Topic: English Conversation Workshops for Fluency

Tina Zaman demonstrated how to structure and implement a speaking workshop focused on adult learners with a variety of different proficiency levels. First, the teacher chooses discussion topics that the learners are interested in and is then

responsible for encouraging students' participation in meaningful ways. This speaking model seeks to address crucial issues necessary for students' self-expression, language use, empowerment, and career preparation. At the beginning of the session, participants were paired/grouped, asked to formulate open-ended questions about a certain topic, and to talk about them for 10 to 15 minutes. Feedback followed in order to show how to check students' pronunciation and grammar.

I found this presentation both beneficial and a bit ambitious. By beneficial, I mean that the speaking workshops would be effective for more advanced-level learners in the same class; however, by ambitious, I mean this activity may not work as well with classes of mixed-level learners. Since the speaking workshop assigns each pair/group a "single, clearly directed, open-ended topic for 15 minutes" without any prompts from the teacher, advanced students would likely be able to keep the conversation going without hesitation. However, for low, or even intermediate levels, some students may find it challenging to continue for such a long period of time without some sort of facilitation, thus hindering the speaking session. With that being said, the feedback that Zaman suggests offering is a potentially effective avenue to bring awareness to students' pronunciation, grammar use, and syntactic issues.

Topic: Integrating 21st Century Skills into Your Classroom

Jiyoung Ko's presentation was aimed at integrating the latest learning skills that weave together the so-called four Cs: critical thinking, creativity, communication, and collaboration. This approach is believed to enable students to deepen the intellectual encounter and cultivate more meaningful understanding on certain issues aside from language ability, thereby, providing learners with opportunities to acquire ownership of their learning. According to Ko, teachers should make every effort to help students develop these newly interlaced skills into more complex

communication, explanation, negotiation, and other forms of intense human interaction. Along with the presentation, the presenter introduced their new book, *Come On, Everyone* for young learners.

At the beginning of the presentation, I was unsure of what to expect when I was made to think about young learners, because of the jingles and visuals on the powerpoint. However, through an engaging and thoughtful presentation, I found myself enjoying and appreciating the ideas being presented. Contrary to the reality of many ESL/EFL settings, where students are made to practice, memorize, and take exams, Ko's innovation advocates learner autonomy: they get to evaluate the learning material and its impact on their career preparation and lives. The presentation may have started small, but it became enormous in terms of value; I was able to take away valuable and practical information relevant to every aspect of my teaching.

Topic: Teaching at Universities – How Not To

This presentation examined the idea that teachers are the most important visual aid for students and discussed teacher behavior in class. According to the presenters, Simon Thollar and Joel P. Rian, classroom management is deeply influenced by students' perceptions of a teacher. A short and entertaining video about problematic teachers was shown to the participants, and we were supposed to rank and comment on the teachers in the video. The presenters also told us that they showed the video to a number of students and had them rank and comment on the behavior seen in the video. The result was a shortlist of classroom habits for both teachers and students to consider in order to improve learners' experiences.

The presentation made me reflect on my own classroom deficiencies and how these issues may be seen by my students. I strongly believe that learners' behavior in class partly defines my classroom management skills, and I liked how the presenters came up with the shortlist as an inventory of what we should and should not do, and how we should and should not act in class. Ultimately, I was expecting more from the presentation; I was hoping that the presenters would also give useful tips on how to address EFL classroom management issues. However, the fact

that the ideas discussed were intended to foster a condition of reflexivity on the part of teachers and students alike, I believe that the presenters accomplished, although indirectly, some of what I was looking for in their presentation.

Topic: Speed Dating English – One Topic, Many Partners

Presenter Gunther Breaux discussed a teaching technique that focuses on extensive speaking through "speed dating" and assessment using a conversation test. This design is in opposition to the idea that education should put knowledge at the top of a "pyramid," resulting in students being unable to express even a single thought. The presenter's method places English ability at the top of the "pyramid," rather than knowledge, as it measures improvement regardless of how ideas are verbalized during the speaking activity.

Vocabulary and key concepts are pre-assigned so that when students come to class all they do is talk about the topic using as much vocabulary and as many expressions as they can without having to worry about how they express themselves. During the conversation test, students record themselves and transcribe their lines. According to the speaker, self-transcription can help foster improved language use after the test; it promotes self-monitoring and self-corrective feedback without the direct influence of a teacher; with the word count, students are graded on how much they produce and not on the frequency of perceived errors. In addition, the teacher also gives feedback.

This was the presentation I enjoyed the most, and I look forward to opportunities to attend more like it. I found the technique bold and definitely worth trying, within certain limitations. If I were teaching purely conversation classes, I would not mind adapting this technique. However, for the regular classes at my university, with established language competencies and standardized exams, it might prove challenging to implement.

Topic: Assessment as a Motivator – The Global Scale of English Learning Objectives for Academic English

Sara Davila's presentation introduced Pearson's Global Scale of English that was built on the foundation of The Common European Framework for Languages (CEFR, Council of Europe 2001).

Its objective is to construct a set of Can-Do statements that delve into all domains of academic and professional areas. In the CEFR, the four basic skills are further broken down into seven more specific ones: Spoken Interaction; Spoken Production; Listening as an Audience; Listening as an Interaction; Writing Interaction; Writing Production, which includes Writing to Learn and Writing to Write; and Reading.

Grounded in the belief that students are motivated when they can self-reflect on a topic, set clear personal goals, have clear learning experiences, receive feedback from teachers, and see their own progress, Pearson developed two tools that are readily accessible to teachers. These are the Global Scale of English for General English and the Global Scale of English Learning Objectives for Academic English.

This session was gratifying in its comprehensiveness; I appreciate how Pearson

develops educational products and makes them available to the public for free. They provide a large amount of materials that give teachers access to instructional tools that can be tailored to fit various learner/teacher needs; better yet, they are accessible online at www.english.com

The Author

Teresa L. Manabat currently teaches at Daegu University. She has been teaching EFL in Korea for seven years. She earned both her Master's of Teaching, majoring in English, and her Doctor of Education, majoring in ELT, in the Philippines. Email: sistherese_03@yahoo.com



KOTESOL 2015 International Conference Session Reviews

By Mitzi Kaufman

Topic: Teaching with Technology

In this session, Paola Trejo showed how to engage students using "back channeling." Paola walked attendees through the use of apps such as Padlet and Kahoot, and provided research behind using them. I can now look forward to my students interacting with me in real-time in my classroom!

Topic: Portfolio-Based Assessment of Speaking

Testing students' speaking through a win-lose, high-stakes interview/dialogue may not actually represent each student's true speaking abilities. In his session, Matthew Coomber instead encouraged regularly having students record class speaking activities so they can ultimately choose the recordings they like best to submit for assessment.

The Author

Mitzi Kaufman is currently a visiting professor at KAIST's Language Center. Her teaching career spans more than 15 years. She has a master's in Curriculum and Instruction (with an emphasis on English language instruction), and holds a Designated Subjects Adult Education Teaching Credential from the State of California. Email: mitzi.kaist@gmail.com



Natural Resources Course, Silla University

By Ryan Hofer

I was privileged to teach a two-credit elective class titled "Man and Natural Resources" at Silla University in 2014. The majority of my classes are general English speaking and listening, so I was excited to try something new. I had been reading a lot about climate change on the Internet and had become convinced that our planet is in real trouble. Most alarming to me is that people aren't taking climate change seriously enough to actively search for solutions. I decided to approach the topic of natural resources from a conservation and sustainability standpoint. I took this as an opportunity to learn more about climate change and to present the problem to a generation that would inevitably be forced to find real solutions to the problem of carbon emissions and industrial sprawl.

I presented each week's unit with a powerpoint mini-lecture, showing pictures of vocabulary words and statistics. I began and ended each lecture with a set of partner questions and tried to bring the issues to a local level for students. For example, when talking about Earth's human population, I showed the overall global increase using graphs and asked students to discuss why Korea's population was decreasing, including asking students how many children they wanted to have. The first of two student presentations asked for an explanation of the relationships between the human population, energy production, and climate change. The second presentation asked for an explanation of a sustainability topic. We also watched and discussed *Earth: The Operator's Manual*, *Chasing Ice*, Sylvia Earle's TED Talk on the ocean (*My Wish: Protect Our Oceans*), and Tristram Stuart's TED Talk about food waste.

Looking back on the class, the visual presentations were more engaging than statistics

and heavy-handed discussion questions. *Chasing Ice*, in particular, captivated the students, and I also felt that my visual presentation of vocabulary words was useful. However, I found it difficult to communicate how serious our situation truly is and how urgently action is needed. I was quite depressed when the students wrote about recycling and saving animals as ways to slow climate change. I had failed to show them how systemic institutional changes will need to occur in order to slow the warming of Earth. But isn't this shrugging malaise a problem in every country within every demographic of citizens?

If I taught the class again, I would be more pointed and demanding of credible answers. Finding the words to inspire changing a fossil-fuel economy based on capitalism takes time, and I found my newfound awareness inadequate for the task. However, I'm grateful to have nudged my students towards a reckoning with their society and world, and the frustration I felt was but another facet of the looming specter we call climate change.

The Author

Ryan Hofer has taught English in the USA, Japan, and Korea. He has completed his master's degrees in Teaching and in Communication. His interests include metaphors, equality, kinesthetic epistemology, yoga, and video production. Email: rphofer@gmail.com



For more experience and insight into teaching English through climate change, see Greg Brooks-English (Yonsei University) on page 21. For great ideas and resources on teaching global warming see Panos et al. (Indiana University Bloomington) on page 24. For books on teaching the greenhouse gas effect, see Chris Miller's special report on page 27.

International Conference: Review and Thoughts for the Future

by Ian Done D. Ramos

International Conference Review

Going into a conference, I always ask myself the question, "Will the presentations I am about to attend be useful in my practice?" The 2015 conference held at the COEX Convention Center in Seoul was a success; the answer to my question going into the conference was very quickly answered positively. The invited speakers, presenters, and participants (myself included) were able to contextualize the conference in ways that will help them in addressing classroom issues and practices in Korea, as well as enriching their own practices, regardless of where they end up being involved in language education.

First and foremost, English teachers who have just begun their teaching profession in Korea and students majoring in English education will benefit from this year's conference. The interactions that took place between the presenters and the student and teacher participants provided a realization that language teaching is culture-based. The positive results of this discussion are that it highlights for all of us the need to reflect on how we present culture in our practices. The conference made it clear that English language teaching should be guided not only by the principles and theories of language acquisition, but also by constant consideration of the explicit cultural positioning that takes place between learners and teachers. Much of the conference focused on practical ways that practitioners can positively affect their curricula.

Secondly, teacher participants who have taught in Korea for several years expressed a high level of satisfaction during the conference. Some presenters gave out free books and other materials to help further attendees' interest in materials design and development, classroom management, and teaching techniques; this is something that I think many of the more experienced teachers can appreciate. After so many years in the field, it is nice to be conveniently provided with easily accessible

tools to supplement their practices. There was also a great deal of interaction, which involved participants sharing ideas on how to promote a positive and effective classroom environment. This is where I feel that the conference excels; that is, highly experienced teachers and presenters are able to actively engage with each other, while at the same time involving those who are newer to the field or who are still involved with their studies. Indeed, the discussions of theory and practice helped to inspire all those who attended with a desire for reflection and collaboration in innovating a more meaningful and communicative teaching-learning process.

Finally, the organizers, who are the backbone of any conference's success, put together an event that will be remembered and appreciated by all those who attended. The participants could attest to this as the conference provided a great deal of depth in its presentations. Without the organizers thoughtful and detailed preparation, there would be little chance of such a great group of presenters coming together. I think that everyone who attended would agree that the organizing committee deserves congratulations for their effort. I also think I wouldn't be the only one to be happy that they chose such a convenient location as well.

In summary, connecting conference topics with classroom issues and practices is highly beneficial in addressing the needs of both learners and teachers. We heard new ideas originating from research and classroom experience, which will help us to reflect on our own practices and to seek ways to better implement these innovations in the classroom. I imagine that many conference participants are looking forward to taking part in more events organized by the KOTESOL conference team as well as those organized by the individual KOTESOL chapters. With this in mind, I would like to revisit my original question, "Will the presentations I am about to attend be useful in my practice?", the answer of course is a

resounding “yes”! There is no doubt that the 2015 KOTESOL International Conference will benefit my practice; better yet, I am certain that many, if not all, of those who attended the conference will have left with a similar feeling.

Thoughts for the Future

Korea TESOL will continue to pursue the most relevant presentations that cater to participants’ needs and will continue its spirit of collaboration and skills development. To help us address your needs as teachers and learners, we at the Research Committee would like to collect information that will help us understand which areas of English language education you are interested in.

A description of each teaching area is as follows:

- 1) *Classroom management* focuses on the implementation of classroom management strategies and techniques to discipline intrapersonal and interpersonal attitudes and behaviors that may foster students’ academic and professional commitments;
- 2) *Language pedagogy* refers to the art of teaching with effective instructional methods, strategies, and techniques;
- 3) *Testing, assessment, and evaluation* are the areas that deal with the procedures of collecting data related to students’ achievements through oral, written, and performance activities and then analyze that data to aid in the design of more effective educational programs;
- 4) *Sociolinguistics and culture* are the areas that deal with the study of language, society, and culture as they relate to the experience of the language learner;
- 5) *Curriculum and materials development* deals with the needs analysis taken into consideration for designing and developing a language program and its materials with careful planning towards an effective implementation;
- 6) *Applied literature in the EFL class* focuses on short stories, films, and music as tools for developing skills that work towards communicative competence in language education;
- 7) *Phonology* refers to the study of how speech sounds change and behave – be it in a word, phrase, or sentence – in articulating a variety of emotions, intentions, and expressions;
- 8) *Semantics* is the study of meanings;
- 9) *Pragmatics and discourse analyses* deal with how the language is used in context;

10) *Creative and critical writing* focuses on the interpretation of objects, ideas, attitudes, behaviors, etc. that are then organized through the process of writing, with consideration of how words and grammar are used;

11) *Public speaking and conversation* deal with formal and informal speaking engagements, emphasizing the organization and natural flow of ideas and opinions;

12) *Critical reading* is the detailed reading of a text that requires a reader to analyze and evaluate the information;

13) *Listening comprehension* is a receptive skill that requires learners to understand and remember information from a spoken medium;

14) *Communicative grammar* develops communicative competence by implementing grammatical rules at a discourse level;

15) *Motivation* refers to the intrinsic and extrinsic influences (e.g., desires, wants, and wishes) that guide people in achieving more meaningful learning; and

16) *Educational research* deals with new trends in research methodology and offers new findings in English language education and related fields. For more detailed information regarding each area, please consult online and printed resources or materials.

Choosing any specific areas that are of interest to you, and sending them along with your comments will help us in forming a basis for recruiting presenters and organizing a research presentation event next year. To contribute, please contact Christopher Miller (kotesolteceditor@gmail.com) or Ian Done Ramos.

The Author

Dr. Ian Done D. Ramos

is a professor in the graduate school and undergraduate school programs of the Department of English Language and Literature at the University of Suwon, South Korea. He is the author of a number of books and research-based publications. Currently, he is President of the Seoul Chapter of Korea TESOL. Email: professionalworkian@gmail.com



KOTESOL People Interview: Josette LeBlanc

Josette LeBlanc, from Nova Scotia and “francophone Canadian by birth,” has been an integral part of the Daegu KOTESOL network. In particular, she has also been leading monthly reflective practice workshop sessions the last few years. She has carved a challenging and fulfilling professional niche for herself in the southeastern corner of the country. Working quietly and consistently with others to develop the practice of reflection in professional development, she recently took on a higher profile role when she co-hosted a seminar with plenary speaker Chuck Sandy at the 2015 International Conference. Who is this quiet powerhouse, working so diligently at raising educational standards in Daegu? TEC shared a Skype session to find out more about Josette LeBlanc.

and so I came to Korea to both travel and explore teaching a little bit more.

TEC: What do you enjoy about life in Korea, and what do you do now?

In my first year, I was teaching freshman conversation classes at Keimyung University, and I was working on both my master's and becoming a TESL-certified trainer through SIT [School for International Training, now the SIT Graduate Institute] in Vermont. Now I teach English to English education majors in the English Education Department. Just before that, I taught for five years in an in-service teacher training program, and when that was cut, I was able to transition into the new program.

I'd say the reason I'm still here after eleven years is just the connections I've made – Koreans and everyone I've met. Other things: the safety, the nature, and everything here. It sounds cliché, but the four seasons and the urban life is a nice mixture for me. I always grew up rural, which I love, but it's nice to have both now. I also write my blog, and read, and meet people in my profession online.

TEC: How did you first become involved in KOTESOL?

When I first moved here in 2005, I met Steve Garrigues, who was heading the Daegu KOTESOL Chapter. I was invited to the National Conference in Daegu. As a newbie to Korea and teaching English, it was just so exciting to be among people talking about ideas, and I could take those ideas into class. It was inspiring, and I felt so supported because, before that, it was just the teachers in my hagwon [that I had for support], and I just felt alone. Also at that conference, I met the person who recommended I look into teacher training through SIT, and so that's how I got my MA – from meeting that person on that day.

TEC: What have been the biggest benefits to you since becoming involved with KOTESOL?

It's a mixture: I can take practical, useful ideas into the classroom, but the biggest benefit is the people who are not afraid of sharing their ideas – they're celebrating their ideas instead of hoarding, and so it's give and take, like breathing. It's the inspiration of being among people who share the same passion – it's the community. And it's that you can go to a conference – whether international, national, or local chapter – and really find your own niche. There's something for everyone, and that's what I like.



Above: Josette introduces a newly developed course to current part-time elementary school teachers.

TEC: What did you do in your previous life before coming to Korea? Why did you come to Korea?

I was working in environmental education ... it basically involved going into schools and teaching students about new recycling programs that were going on in Nova Scotia. Prior to that, I was working as a legal assistant and trying to find work that matched my degree in criminology and sociology, but I didn't find it so interesting, so that's why I moved into education. I did some general substitute teaching in Nova Scotia for the French school board there – science and math – not topics I studied in my university days, but I still really enjoyed the job. That's when I found out about Korea being an option,

TEC: What contributions have you made to KOTESOL that you are the happiest about?

The reflective practice group started in May 2012, and it's still going strong, with consistent members and a tight community. I know that I can come to this meeting with any challenges I'm facing and share in a very open and personal way with a supportive group. Because it's a small group, everyone has a chance to share, and it's very life-enriching.

We meet once a month, and it's not just "come and talk"; we generally have a topic to talk about and discuss based around reflection, and so keeping that up has been challenging when I've wanted to take a break. I was the main coordinator for about a year and a half on my own, but now I have two other people sharing the load. Everyone steps up; maybe six times a year someone from the community will be facilitating, so it's not necessarily us.

TEC: At the International Conference last fall, you ran a session with Chuck Sandy. How did that come about?

Actually, it was thanks to KOTESOL! In 2011, I saw Chuck talk at the international conference. He was talking about finding leaders in the community. After his presentation, I asked if we could talk. I told him I had some ideas for running a website or forming an online community of teachers, and he said, "Don't worry about that. We're doing it already!" He was talking about iTDi, the International Teaching Development Institute, which was just starting at that time. Now, I have the great privilege of being part of iTDi, and have met, and worked with, inspiring teachers from all around the world.

This year, he was invited to speak at our international conference by David Shaffer. Chuck suggested that he and I do a presentation together, and I was happy to participate and honored to be invited. It was about tuning into your strengths and awareness of what it is you want to do in your life, so "Listen to the Teacher Within (and Unleash Your Superpowers)" was the title. We believe that by understanding our passions we also begin to understand our identities as teachers. Our passion may be connected to teaching, but we didn't want to just leave it at that, either. Many individuals in the workshop talked about how their dream was to write a novel. So we kind of went off the mark in terms of English language teaching, but we wanted to talk to the spirit of the teacher.

TEC: Why should newbies to any sector within the Korean EFL scene get involved with KOTESOL?

I think KOTESOL offers those new to the profession a chance to explore what it is all about. It's easy to find blogs that "diss" the Korean EFL scene, but I don't think they paint a fair picture. Within KOTESOL, you

will find individuals who volunteer their time because they value the sense of community and growth that an organization like this offers. This growth isn't necessarily monetary. It's a sense of inner growth and expansion that is offered by the volunteers that want to share their practical experience



Above: Josette (5th from left) and new friends at an in-service teacher training course.

TEC: In what directions do you think KOTESOL should move in the future?

I would like to see KOTESOL celebrating women in ELT more. I'm talking mostly about the invited speakers. I think there is an imbalance. There are some great women involved: Diane Larsen Freeman, Penny Ur, Kathleen Graves; why aren't they here? Just look to IATEFL for inspiration.

I'd also like to see more involvement from Korean teachers of English. I know many Korean teachers of English: They're the majority of those I've met and taught and know are teaching, but they're not all KOTESOL members. Kim MiKyoung, for one example. She is one of those "super teachers"; she's a mentor and does great work for her community.

I am always shocked by the low number of women and Koreans involved. I think KOTESOL could do a great service to its community to find out why there seems to be a gap here.

Follow Josette on Twitter at: @josettelb

Follow Josette's project at:
redthumbforlove.wordpress.com

And follow Josette's blog at:
throwingbacktokens.wordpress.com

Josette recommends learning more about Kim MiKyoung at: <https://lizzieserene.wordpress.com/2015/08/29/korea-reflective-practice-special-interest-group-korea-rpsig-day-of-reflection-august-22-2015/> – Blog courtesy of Anne Hendler.

Reflective Practice: Who Is the Self That Teaches?

By Thomas S.C. Farrell

Introduction

I am honored to be asked to write a regular column in TEC for Korea TESOL, as Korea and Korea TESOL are always close to my heart. I lived and worked in Seoul for 18 years until 1997 when I moved to Singapore. I then moved to Canada, where I have lived for the past 11 years, teaching at Brock University, which is near Niagara Falls. I would like the column to focus on Korea, but of course, I am not there now, so I would welcome readers and members of Korea TESOL to send me questions and/or comments on what you would like me to talk about.

Getting Started

I will start the reflective process on getting to know the “who” behind the teacher because we seem to forget that teaching is not a mechanical act and that teachers matter. Some may say that it is selfish or even narcissistic to look at yourself too closely. However, I am a strong believer in that who I am is how I teach. In other words, it is impossible to separate the act of teaching from the person who teaches. As Palmer (1998, p. 3) suggests, “The work required to ‘know thyself’ is neither selfish nor narcissistic. Whatever self-knowledge we attain as teachers will serve our students and our scholarship well. Good teaching requires self-knowledge; it is a secret hidden in plain sight.”

After years of doing the same thing, teachers may not be aware of how the “who” is influencing the “what” of their practice. We can all remember those teachers in grade school who were not interested in their profession: teachers yawning during lessons or taking it out on students by smacking them or giving them extra homework. Whatever punishments were dished out, we all knew these teachers had lost their integrity, but what we did not know, at that time, was that this was probably a cry for help.

Palmer (1998, p. 2) has a kinder perspective of this type of teacher than I have. He has observed that some teachers can lose heart over the years

because teaching becomes a “daily exercise in vulnerability” for them. Because teachers are constantly in the public eye, they often try hard to keep their private identity hidden to reduce this vulnerability. As such, Palmer maintains that over the years, teachers build up a wall between their inner selves and outer performances, so he suggests that it is important for all teachers to “attend to the inner teacher to cultivate a sense of identity and integrity” (p. 2).

Through this first article, I would like readers to attempt to break down any inner wall that may have been inadvertently constructed over the years with a request to step back and ask, “Who is the self that teaches?”

Getting to Know the “Who”

The term *reflection* comes from the Latin word *reflectere*, which means “to bend back,” and includes exploring who we are as teachers. To reflect is common sense to most teachers, but to reflect on the self as a teacher is not so common. Why would a teacher want to reflect on the self? Why not just reflect on how to teach writing or the other skills, as these are what happen in the classroom? Besides, it will help the student more. Yes, all are valid comments, but to me, they are short-sighted because the delivery of such methods is by a human being to other human beings. The delivery is not mechanical and is not received in a mechanical way because each student is an individual and learns at his or her own pace. For many years in TESOL, we have tried to eliminate the “who” of the self that teaches by producing more teacher-proof books, materials, activities, and assessments to the point where teachers are no longer teachers – they are “coffee machines”: Put in 100 won and get your lesson! The result has led to a financially driven industry that has nothing to do with learning a second or subsequent language.

Conclusion

I believe that when teachers focus on themselves rather than their teaching, they will begin to

see through this fake industry as they penetrate it to the soul of who they are. From that self-knowledge, they can begin to really “teach.” As Palmer has aptly noted, “Knowing myself is as crucial to good teaching as knowing my students and my subject” (p. 2). Such self-knowledge can not only restore your integrity as a teacher by helping you decide what is important for you personally and professionally, but also help you decide who you want to be as a teacher in the future. In the next column, I will outline the various ways teachers can get to know themselves, but meanwhile, feel free to send any comments to tfarrell@brocku.ca.

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The Author

Thomas Farrell is Professor of Applied Linguistics at Brock University, Ontario, Canada. He has been lecturing and publishing widely on teaching English for more than two decades, with a strong focus on reflective practice over the last ten years. Website: www.reflectiveinquiry.ca Email: tfarrell@brocku.ca



Take Action: Social Justice in ELT

By Jocelyn Wright

If the title of this article has caught your eye, my guess is that it is not only language, culture, and teaching that interest you as an educator. Possibly you are also concerned or at least curious about, social issues related to race, ethnicity, class, gender, sexuality, age, religion, size, and (dis)ability as well. If so, you may belong to a growing community of professionals interested in social justice or critical education in English language teaching (ELT).

This theme is not always something we can easily wrap our heads around, especially when we are new to teaching. At different points in our careers as teachers, we often have very different preoccupations. As pre-service and beginning teachers, for example, we tend to be concerned with technical aspects of practice such as conventional classroom management; gaining command over prescribed disciplinary content, methods, or strategies; lesson planning and execution; and administrative tasks. With quality training, time and experience, or professional development, however, we might start asking

ourselves questions such as the following:

- Who am I as a teacher?
- What are my philosophy, principles, and theories of teaching?
- How well do I understand my actual teaching context?
- What do I really know about my students' inequitable backgrounds and their aspirations?
- What social justice issues are at hand in my classroom (and workplace)?
- How can I help develop capacity in my diverse students?
- What can I do to better support the disadvantaged ones?
- How can I cultivate a milieu of multicultural sensitivity?
- How can I promote values, such as acceptance, respect, affirmation, and solidarity?
- What methods can I use to stimulate reflection and encourage critique?
- How can I get students to engage in community-building, social decision-making processes, and action?
- What materials can I use or develop to teach

for social justice?

- What political, social, ethical, or moral obstacles stand in my way?
- What support (if any) do I have?
- What are some consequences of inaction?

In posing these questions, we may begin to adopt a more critical stance, involving reflection on issues of oppression, inequality, and injustice that are omnipresent in curricula design, materials, and evaluation, our classroom practices and discourse, and the educational settings we serve in. More than that, however, we may start to recognize opportunities for transforming our world and attempt, if only in small ways, to make a positive difference.

This is the crux of social justice, not at all easy to define and never neutral, a main goal of which is to provide students with equal opportunities for academic success compatible with the aspiration of human dignity for all. In the process, we may come to realize that we can empower students by helping them to develop knowledge, skills, a set of constructive attitudes, and voices that will be useful both within and beyond the classroom.

So where do we begin? There are a number of possible entry points! According to Crookes's (2013) *Critical ELT in Action: Foundations, Promises, Praxis* – a fantastic place to start reading on this topic – key components of critical language pedagogy include: structured, cooperative learning and democratic classroom management techniques; teachers taking oppositional stances; critical needs analysis; negotiated syllabi; use of Freirian codes to generate course themes; critical dialogue; critical content and participation in material development; participatory and democratic assessment; and pedagogy with an action orientation.

Crookes suggests that teachers gradually incorporate critical elements into their pedagogy and engage in ongoing cyclic reflection (good advice for most things!). There are a number of models that may guide you. One such model, called the 6 "re-s" (Miller, 2010), may provide direction. The action steps in this process model for dealing with social justice issues that arise have teachers and students do activities where we first reflect on situations, then reconsider, refuse, reconceptualize, rejuvenate, and finally re-engage them.

Research reported in Miller and Kirkland (2010) indicates that without training, teachers may perpetuate social and educational inequalities because of a lack of awareness of the power we hold and our roles in developing student identities. One way to overcome this might be through collaboration.

Do you think you can make a difference with your teaching? Are you ready to commit to the promise of social justice? If you are interested in the theme of critical education, would like to engage in dialogue with others, or have collaborative project ideas, please do not hesitate to get in touch! Send me a brief, motivated message to join our new Social Justice SIG (Critical Educators in Korea) special interest group on Facebook.

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The Author

Jocelyn Wright works in the Department of English Language and Literature at Mokpo National University. She has been teaching at the university for more than six years. She has an honor's degree in Linguistics, a master's degree in Education, and is also CELTA certified. Her many interests include content-based teaching and materials development, and increasingly, critical pedagogy.



E-mail: jocelynmnu@yahoo.com

A Change in Climate for English Teachers: Teaching as If the Earth Mattered

By Greg Brooks-English

Ever since I started teaching academic English to high-intermediate and advanced non-native students, I've been blessed with the opportunity to teach a variety of elective courses using content-based instruction (CBI). On this methodology, Brinton, Snow, and Wesche (1989) is one of the best overviews available. There are much briefer explanations, including Brinton (2003, pp. 205-224) and Richard-Amato (2003, pp. 308-309, 354-357). Brinton (2003), in particular, breaks CBI down into two major components: (a) principles and (b) classroom techniques and tasks.

Brinton's six principles are as follows:

- Base instructional decisions on content rather than language criteria.
- Integrate skills.
- Involve students actively in all phases of the learning process.
- Choose content for its relevance to students' lives, interests, and/or academic goals.
- Select authentic texts and tasks.
- Draw overt attention to language features.

As for the classroom techniques and tasks, her main points are to incorporate pair and group work, information gaps, jigsaws, graphic organizers, discussion and debate, role-play, survey tasks, process writing, problem solving, sequencing, ranking, and values clarification.

In the past, I have taught two popular CBI electives: Communication for Human Society, which engaged students in the practice of "nonviolent communication," as created by Marshall B. Rosenberg, and World Issues: English Through the Media, which treated students as budding investigative journalists learning how to create independent media while learning about Noam Chomsky and Edward Herman's (1988) propaganda model. Both of these courses tested my ability to deliver comprehensible, custom-made content to my L2 students from mostly Korean backgrounds.

Gradually, the unique lessons that I created using CBI started to bleed over into my required academic courses that used traditional textbooks from mainstream publishers: College English I (listening and speaking) and College English II (reading and writing). While the required courses taught their respective skills in an integrated fashion, the CBI classes offered the opportunity to delve deeper into real-life content areas with lessons such as Sexuality and Celibacy, Democracy and Money in Politics, Weapons and War, Terror



Yonsei students share clues to solve "The Mystery of The Three Scary Numbers."

and Torture, and The Two Americas. From the CBI experience, I felt that our regular required courses might be able to use the content, too. Students have routinely told me that they didn't like using textbooks because they thought it was a waste of money when given the option of choosing my own teacher-generated materials. This led me to try to take the most interesting and popular CBI lessons from those courses and introduce them slowly into my required classes.

The most important lessons have been those dealing with the increasingly important issue of global warming or "anthropogenic global warming" (AGW). While I have been aware of this issue since childhood, it didn't become important

to me until April 18th, 2014. I listened to a talk show where a self-professed climate scientist claimed that AGW had advanced too far to warrant any action, and the best we could do is spend more time with our families. This supposed climate scientist got his doctorate from the same university as my brother, a US leader in geology and earth sciences.

I showed my brother the interview, and he told me this scientist was cherry picking the data. "While we aren't going to die any time soon," my brother told me, "we are screwed." The problem, he told me, was that the ice is melting much faster than the models predict, and this will mean the sea level will rise in major cities at or near sea level within decades. Moreover, he told me that the circulation patterns of the oceans are slowing down and could stop suddenly, throwing the global climate suddenly into chaos within a relatively short period of time.

I couldn't stop thinking about my brother's three simple words: "we are screwed." I spent the next year and a half researching climate change and decided the best thing I could do was to teach climate change in as many of my classes as possible. Not only would it let me share what I was learning with my students, but I would also be excited about the material and feel like I was contributing toward a better world. In the beginning, I did not know the content well and tried to eke out new lessons the best I could, knowing they weren't good enough. My evaluations suffered as a result, but I trusted it was worth it.

During the fall semester of 2014, as part of my required listening and speaking course, I cobbled together a wide range of what I considered to be the best climate change content available. I invested hundreds of hours selecting vocabulary and collected graphic images, interactive websites, videos, and key concepts, organizing

them into a logical sequence that would have maximum impact. I managed to convert the second half of my listening and speaking required course into a CBI-focused module on climate change.

However, sharing a bunch of fun facts and videos with students wasn't enough, so I contacted an old high school teacher of mine, Bill Bigelow, who is the co-founder and lead editor of *Rethinking Schools* (www.rethinkingschools.org) and a pioneer in progressive education. He recommended that I use role-plays from *A People's Curriculum for the Earth* (2014). I decided to use for my Listening and Speaking classes a "Climate Change Mixer" (pp. 92-101) -- an information-gap, problem-solving, and role-play activity -- that introduced students to the basics of climate change and offered some solutions by giving each student a role of someone affected by climate change (or not). They then rotated by meeting each other in pairs only and then completing an in-class form with key questions that they studied before class. Later, the form was submitted after class as a form of assessment, making it super easy to see how they engaged with the material and their level of ability.

Another activity for the same classes was "The Mystery of the Three Scary Numbers" (pp. 180-190), an activity inspired by a well-known *Rolling Stone* article titled "Global Warming's Terrifying New Math" by leading U.S. climate change activist Bill McKibben. In this jigsaw role-play exercise,



Yonsei University's Summer Sinchon campus students engage in the "Climate Change Mixer" role-play.

students are given, depending on class size, 1-3 clues each about the three scary numbers in the previous class for ample preparation time. They are then tasked with completing a form for tracking their discoveries, which is submitted upon completion.

Ultimately, to make a connection between climate change and the logic of a capitalist system, the activity "The Thingamabob Game" (pp. 147-153) was used. Students are grouped into companies that compete for goodies, or prizes, like in real life. However, the groups win only if they don't exceed the fatal tipping point setup in the game



This image by Edel Rodriguez featured in famous writer/activist Bill McKibben's hugely influential article in the July 19, 2012, issue of Rolling Stone. McKibben, co-founder of international movement 350.org, recognizes the power of numbers to communicate concepts cross-culturally and between different languages.

students are given a handout in the class before it starts to give them time to prepare, and in the class after the role-play, we discuss what happened.

Eventually, I started to get beyond the doom and gloom of rapidly impending climate disruption and into the solutions. After what seemed like a long search, I found many fascinating and practical materials on top-quality blogs such as *Clean Technica* (cleantechnica.com) and *Greentech Media* (greentechmedia.com); these sources were used for our 4- to 5-minute Final Exam Prezitation on Climate Change Solutions – "Prezitation" because they are presentations using Prezi.com. To bring home how personal this issue is for my students in the Final Exam, I mapped out for them what the life of my seven-

year-old son Noah's life would be like using climateactiontracker.org. Doing so demonstrated viscerally just what kind of world we are giving to the next generation of youth. The final exam was aptly named "Saving Noah," the irony fully felt in that Noah was supposed to save the world, and here we are saving Noah.

All in all, despite the challenges of developing a new curriculum that met my own personal needs for meaning and purpose, my students' need for interest and academic learning, and the Earth's for healing, the endeavor has been a win-win-win. Though the weather outlook for my courses seem sunny and clear, predictions for a rapidly warming climate to 3.5° Celsius are terrifyingly real despite the best effort of negotiators in Paris this past December, 2016. So not cool.

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The Author

Greg Brooks-English

teaches at Yonsei University in the College of English as an English Residential Fellow at the Yonsei International Campus in Songdo. He enjoys exploring and balancing the needs of his own heart with those needs of his students and the Earth. When not tickling his son, Noah, or trying out a new vegan recipe, he is following Bill McKibben's Twitter feed, Peter Sinclair's climatecrops.com blog, Pulitzer Prize-winning insideclimatenews.org, and studying the latest peer-reviewed research on climate disruption. Email: brooksenglish@gmail.com



Taking Aim at Solutions: Teaching English Through Anthropogenic Global Warming

By Alexandra Panos, James Damico, Hyona Park,
Su Jin Park, Yeoeun Park, and Jaclyn Sylvia

Teaching English through anthropogenic global warming (AGW) presents unique challenges including supporting vocabulary acquisition, finding sources that can be used by a diverse range of language learners, and creating authentic opportunities for students to act on their new knowledge. Promoting a focus on solutions to a complex topic such as AGW with students who speak multiple first languages also has the distinct advantage of becoming a potentially global experience, enriching not only the topics of English classrooms but expanding what it means to be active participants on the global stage in responding to the threat of AGW.

A Classroom Activity Focused on Solutions

This activity is appropriate for learners studying English at various stages. It centers on supporting students to engage with a quality source – a web-based TED Talk video – that emphasizes solutions to AGW. The video, which includes subtitles and transcripts in 27 languages (including Korean), is a talk given by Vicky Arroyo, Executive Director of the Georgetown Climate Center at Georgetown Law, titled *Let's Prepare for Our New Climate* (Arroyo, 2015). She begins by presenting contrasting images of before and after Hurricane Katrina, a natural disaster in the U.S. that left more than 1000 people dead and the city of New Orleans devastated. Her main argument is that countries are competing with one another in order to avoid the economic, environmental, and human toll of natural disasters. She argues instead for addressing the consequences of natural disasters cooperatively. In doing so, Arroyo emphasizes the power of human resources, and how our awareness of the effects of climate change and readiness for the future is crucial to life on Earth.

Before Viewing the TED Talk Video

In order to support students across language acquisition levels, teachers need to create opportunities to ignite background knowledge and develop some understanding of key vocabulary.

A graphic organizer allows students to use words and drawings to demonstrate their knowledge of causes, effects, adaptations, and solutions to AGW (view example image at <http://tinyurl.com/zja8gbj>). These different ways that students can use to express understanding of the topic also enables students of different English abilities to work together. For example, an advanced student working with a beginner could write a caption for a beginner's drawing.

Students who struggle with listening comprehension may successfully access these ideas by watching the wordless cartoon *Tears in the Arctic* by Haeseol Kim, (YouTube, 2015) which addresses issues of AGW. After watching the cartoon, students can use the "Effects" section of the organizer to write or draw the effects of climate change from their own knowledge and ideas they learned from the video.

For more advanced students, the effects of climate change could be considered by introducing vocabulary from the TED Talk video. A graphic organizer can group related lexical items into boxes (view example image at <http://tinyurl.com/zja8gbj>). Students can also identify the relationship between words through discussion. In this way, the relevance of the vocabulary is immediately apparent and becomes a part of a memorable web of words; additionally, students are primed for the content of the TED Talk. Finally, in the last section of the organizer, labeled "Adaptations and Solutions," students can write or draw solutions they are aware of or make predictions about the content of the TED Talk.

Differentiated Viewing

The TED Talk supports differentiation for English learners via subtitles and transcriptions in English and Korean. Each group can view the video, engage in small group work to discuss the main ideas and vocabulary from the video, and continue to add to the graphic organizer section

Table 1. Supporting Diverse English Learners

	Beginning	Intermediate	Advanced
Video Viewing	With Korean subtitles	Once with Korean subtitles; once with English subtitles	With English subtitles
Small Group Discussion	Focus on main ideas in Korean and English	Focus on main ideas and vocabulary in Korean and English	Focus on main ideas and vocabulary in English
Transcription Support for Small Groups	Use Korean transcript	Use Korean and English transcripts	Use English transcript
Adaptations & Solutions, Graphic Organizer Work	In Korean, English, and drawings	In Korean and English	In English

on Adaptations and Solutions. Table 1 lays out how instructors can approach varying levels of English when presenting this video.

For each group, the viewing should start by watching the video with the directive to take notes on the main ideas, key vocabulary, and adaptations and solutions for AGW. Students should take notes in the language with which they feel most comfortable. After viewing, transcripts can be distributed to students to support small group discussions of the main ideas and key vocabulary they took note of as they watched the video. Instructors can have small groups then share with the larger class. Finally, the students can all return to their first graphic organizer and continue to work in small groups to add ideas to the Adaptations and Solutions section. Instructors can encourage students to use their own background knowledge, original ideas, and those presented in the TED Talk.

Writing Authentically to Propose Solutions

All this work supports students in learning the language and vocabulary necessary to begin promoting their own ideas on AGW and to note potential solutions to AGW (their own and those from the video). AGW requires action around the world in terms of adaptations and solutions, and these students are poised to offer useful ideas to audiences in at least two languages. Writing that engages in contexts beyond the classroom is considered an authentic literacy activity because it not only helps students to develop both

comprehension and writing ability, but also to communicate in an “outside of a learning-to-read-or-write context” (Duke et al., 2006).

In small groups, students can work to produce their own writing about solutions they propose for AGW by developing brochures in both Korean and English. The form of the brochure can vary, but students can include English and Korean vocabulary they have learned in the AGW lesson and use images to help others connect to the ideas they propose. Brochures can be created using word-processing software on the computer, finding images online, or by drawing them themselves after printing. Students can also choose for whom they write and how they might distribute the brochures to make the greatest impact. For example, they could distribute their work around their school, share it with their family, or send it to a school in another part of the country or world.

Conclusion

Pope Francis, in his recent encyclical on climate change, reminded us that while AGW presents incredible challenges, “... all is not lost. Human beings, while capable of the worst, are also capable of rising above themselves, choosing again what is good, and making a new start” (W2.Vatican.va, 2015). The teaching of English through AGW is a unique opportunity to help position students as informed participants in a global dialogue on climate change. This activity promotes English language learners at all levels

as capable of adding to the conversation about solutions to anthropogenic global warming.

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The Authors

Alexandra Panos is a PhD student in Literacy, Culture, and Language Education at Indiana University. She holds an MEd in Teaching & Learning from DePaul University, and is a former middle school English language arts teacher. Her research centers on digital and community literacies related to environmental and social justice. Email: ampanos@indiana.edu



James Damico is Department Chair and Associate Professor of Literacy, Culture, and Language Education at Indiana University. He focuses on climate change literacy in his research and teaching, and is the author of many articles, chapters, and the book *Social Studies as New Literacies: Relational Cosmopolitanism in the Classroom* (Routledge, 2011).



Hyona Park is a PhD student in the Department of Literacy, Culture, and Language Education (LCLE) at Indiana University Bloomington, holding a master's degree in LCLE. She also has three years of teaching experience as a lecturer at Keimyung University in Daegu, Korea. Her research interests include English fever, motivation and investment of ESL/EFL learners, and critical literacies.



Su Jin Park is a PhD student in Literacy, Culture, and Language Education in Indiana University Bloomington, pursuing a master's degree in instructional systems technology. She currently teaches freshman composition to multilingual students. Her research interests encompass ESL/EFL learners' identity, computer-mediated language learning, and adult immigrants' language learning.



Yeoeun Park is a PhD student in the Department of Literacy, Culture, and Language Education at Indiana University Bloomington. Her research interests include ESL/EFL reading and writing, ESL/EFL teacher education, struggling readers, content literacy, and digital literacies. Email: park441@iu.edu



Jaclyn Sylvia is currently an instructor in the Foreign Language Education Center of Hannam University, Daejeon. She is also a master's degree student in Literacy, Culture, and Language Education at Indiana University Bloomington.



Book Review Column: Special Report

Addressing Environmental Education as an English Educator in South Korea

By Chris Miller

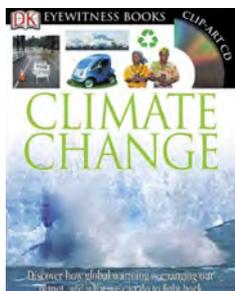
Over 95% of the forest in Haiti has been cut down. Airplane travel of 300 kilometers emits up to 12 times as much carbon dioxide per passenger as traveling by train. Beef production releases up to 98,420,000 tons of methane annually. Since 1979, the summer ice sheet in Antarctica has decreased by an area twice the size of Texas (Woodward, 2008). Climate change is an unpleasant topic to address honestly, yet also an imminent concern that requires concerted effort.

South Korea, much like any other country on our planet, could benefit from educational initiatives aimed at raising awareness of and behaviors to address the challenges related to global warming – a much more accurate term, at least when considering long-term trends – than climate change. The books under review here do offer the interested educator opportunities for embedding greater environmentally-minded instruction for awareness, experiential learning, and even school-wide plans that can have a measurable impact. While constraints may exist, motivated educators in Korean English education have the opportunity to enrich educational materials with content addressing environmental issues.

Description of Materials

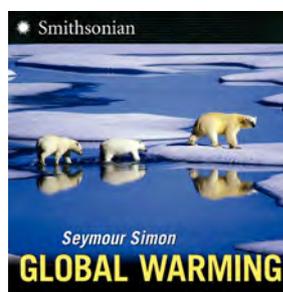
• John Woodward: *Eyewitness: Climate Change* (72 pages).

This book details the process of the greenhouse effect and the role humans play in enhancing the greenhouse effect. There are ample facts illustrating the harmful impact climate change is having on animal life and the natural environment, as well as on humans themselves. The book provides a series of projections and consequences for the planet in the year 2100 with a rise in global temperatures ranging from 4-7 degrees Celsius largely dependent on geographical location. Perhaps the most impressive part of the book is the facts detailing the impact of human consumption on carbon emissions. For example,



travel by air leads to 12 times greater carbon emissions compared to travel by train. Also, plasma TVs, which Samsung is currently promoting heavily, release approximately 65% more carbon emissions than traditional TVs. Ample pictures and illustrations are provided.

• Seymour Simon: *Global Warming* (31 pages).

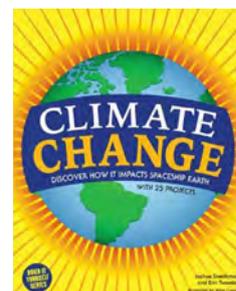


A brief book, probably best for either lower grades or lower-level students. The book briefly and in clear language explains the basics of global warming, such as the impact that carbon emissions, as well as

deforestation, have on global temperatures, followed by a call to action to help limit many of the predicted consequences of global warming.

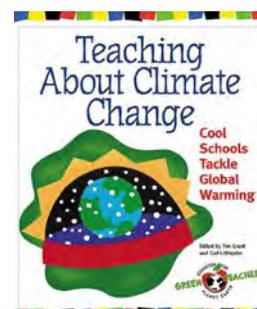
• Joshua Sneideman and Erin Twamley: *Climate Change: Discover How It Impacts Spaceship Earth* (122 pages).

A variety of projects are provided. Some are germane to the topic of climate change. Many are focused on acquainting students with the scientific method. The book has two primary foci: describing the dynamics of physical processes on Earth, such as the water cycle, and raising awareness of both global warming and the need to change human behavior patterns that impact the global climate.



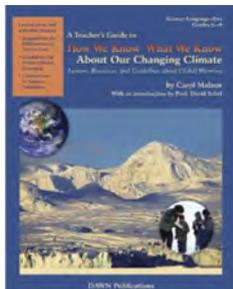
• Tim Grant and Gail Littlejohn (Editors): *Teaching About Climate Change: Cool Schools Tackle Global Warming* (74 pages).

Probably the most optimistic book. The



collection contains 25 brief articles primarily focused on actions taken by individual schools in Canada to raise awareness of global warming or reducing a specific school's carbon footprint.

- Carol L. Malnor: *How We Know What We Know About Our Changing Climate* (56 pages).



The book is divided into three sections: (a) exploring clues about climate change, (b) the web of life, and (c) No Child Left Behind (the well-known, George W. Bush-endorsed educational reform initiative in America).

Many of the activities are most suitable for lower grades and often involve pantomime and gesture; for example, in disappearing glaciers, students pantomime the life cycle of glaciers.

Uses of the Materials

Awareness

There are a variety of avenues to raise consciousness of global warming through these materials. For example, Woodward and Simon both do a good job of explaining the basic mechanics of the process of carbon emissions, the greenhouse effect, the role humans play in the process, and the immense and stunning consequences created by the release of greenhouse gases. *Eyewitness* would be a text suitable for more advanced students; however, the teacher could potentially partition the book into a brief reading activity, or discussion activity, perhaps as a five-minute open or close to a lesson. Simon's brief text, 31 pages with ample illustrations, would be suitable for intermediate students and could be of good use in an extensive reading (ER) library. All texts, but especially *Eyewitness* and *Climate Change* (Sneidman et al.), make excellent use of re-framing, which is a good technique to grab attention. A committed educator could easily embed such facts into lessons with an environmental theme or as a semester-long project where consciousness-raising of climate change is an ancillary course objective, or at a very minimum, it could serve as information placed as wall decorations in the classroom.

Sneidman and Twamley offer a wide range of videos and website links via 19 QR codes that could grab students' attention. For instance, "Heat Up" could work as a good warm-up (pardon the humor) video during an environmentally themed lesson. For more advanced students, Severn

Suzuki's speech, which has been ex post facto labeled as "The Girl Who Silenced the World for Six Minutes," could serve as an excellent focus for a lesson, perhaps integrated with an activity in which students write letters to local politicians or individuals in the United Nations.

Woodward does an excellent job of describing the measurable impact humans have on total carbon emissions. A simple way to incorporate Woodward's text is to use it as a five-minute warm-up or wrap-up activity at the end of a lesson throughout a semester. The teacher could use the various facts, such as the fact that the impact of reducing central heating in a house by 1 degree Celsius saves 235 kgs of carbon emissions annually (p. 62), or that the United States has the highest amount of per capita carbon emissions in the world. The motivated educator could find similar information for South Korea using the terminology and concepts Woodward has compiled. If dealing with higher-level students, the information provided in this text could serve as a framework for a modest student research project on South Korea's impact on the environment. For example, how much beef does South Korea consume per capita annually? How much have South Korean carbon emissions increased since 1990? What environmentally friendly policies has South Korea adopted in the last decade?

From Awareness to Experience

David T. Sobel notes (in Malnor, 2008, p. 53) that the topic of global warming has often been presented in a negative, indeed sometimes apocalyptic, light. Students are likely to often be left feeling helpless to solve these challenges. One solution proffered to address climate change in education is to place greater emphasis on, as Sobel puts it, "nature experiences." Sneidman and Twamley, Grant and Littlejohn, and Malnor provide a series of potentially engaging activities and projects.

In my estimation, many of the Malnor and the Sneidman and Twamley projects fall short in fostering an attitude for actually addressing and, thus, having a positive influence on global climate change. For instance, Malnor recommends a "climate change conference" in which students brainstorm about their consumption patterns and the likely impact it may have on the environment, and then brainstorm solutions, such as the possibility of changing or replacing certain behaviors, like giving up the use of a hair dryer. Following this, students have a mock

conference imitating the United Nation Climate Change Conference that took place in Bali in 2007. Students need to make a list 10 things they can do to help the environment or a list of 10 climate-friendly businesses in the local area. This type of activity may help raise awareness, but it is unlikely to have any lasting impact on students' (or any other person's) consumption behavior.

However, the articles compiled in Grant and Littlejohn are inspiring. While some of the experiential projects may have limited awareness-raising impact, there are descriptions of school-wide initiatives to reduce a school's carbon footprint. For example, Tom Yohemas (p. 56) provides a concrete template for schools to reduce energy costs drastically through a variety of strategies. Specifically, Yohemas claims T-8 fluorescent lamps and electronic ballasts are 24% more efficient than traditional lighting in schools; or if a school had water savers on toilets (i.e., toilet dams), water consumption could be reduced by 30%. Students could be involved in both drafting strategies to reduce energy consumption in schools as well as measuring the success of the programs. Such a program may have a degree of built-in sustainability, as it is always in the best interests of the school administration to reduce maintenance costs.

To reduce carbon emissions, Ken Croxford describes his experiences trying to build "a community of life-long cyclists" (p. 35). Activities included recycling bicycle parts, restoring previously discarded bikes, and providing bicycle safety checks at school. Arthur Orsini also promotes greater bicycle use. His methods involve employing students in a school-wide survey and using the data to attempt to influence school administrators to build more bike shelters (p. 40).

Challenges in Implementing Environmental Concerns in English Education

Ultimately every English teacher is faced with unique circumstances. The interested educator must consider a number of factors before attempting to implement any of the ideas from the texts mentioned in this review. First, how receptive is the Korean staff to these ideas? In my experience, English teachers (both Korean and otherwise) are wanted for English, not necessarily to provide instruction on the environment. Deviating from the established curriculum is rarely a popular decision. That being said, it is likely that, in public institutions at least, the school has environmentally focused objectives that they must address. Thus, it is the responsibility of the

teacher to become aware of any such mandates. Furthermore, it seems foolish to attempt to implement any of these projects (especially large-scale projects, such as those detailed by Yohemas and Orsini) unless there is a healthy relationship between the individual teacher (Korean or foreigner) and the larger Korean staff and administration. These issues must be addressed with the relevant personnel.

Though the consequences of global warming are becoming increasingly clear and rather dire, there is justified cause for optimism. The city government of Oslo, Norway, has announced an ambitious plan to eliminate cars from its city by 2020. If such policies spread, the total reduction on carbon emissions would be immense. There is greater awareness of the dangers of beef consumption to personal health, as the WHO labeled the consumption of red meats as a stage 4 carcinogen, just under smoking tobacco. In Costa Rica over six million trees were planted in 2007 alone (Sneideman & Twamley, p. 106). A teacher is a frontline employee, but many great innovations start from the bottom up. For our students, for our planet, for our collective future, we owe it to ourselves to maximize our influence regarding this urgent issue.

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To Dip or Not to Dip: The Trinity Diploma

By Amélie Kelly

Most of us begin with a BA in just about any field and teacher certification. These are the minimum qualifications to teach ESOL in Korea. Once you decide to further your qualifications, there are basically two choices: the diploma in TESOL, or a master's in TESOL or applied linguistics.

If you've been teaching for two or more years, the diploma in TESOL could be the right match for you. It is an advanced qualification in teaching English for more experienced teachers that is internationally recognized and respected by employers. I will provide some insights regarding the Trinity Diploma in TESOL and explain my personal experience as a graduate.

Long-Term Goals and Credit Transfer

If your goal is to be a senior teacher, teacher-trainer, or a director of studies for a well-reputed international language institute, such as International House or the British Council, or in an Asian university, you need at least a TESOL diploma. A diploma also offers more hands-on, practical teacher practice than more academically oriented master's programs.

If your long-term goals are to teach ESOL or applied linguistics in a "Western" university, you need a master's degree, and eventually, a doctoral degree. However, if you are not yet fully committed to a master's program, the diploma credits received for qualification can be used as a stepping-stone towards a master's in the British university leveled system. A diploma is ranked as a Level 6 and, therefore, accounts for approximately one-third of a master's program in the British university system.

Budget and Exclusivity

For me, teaching English is a second career. I earned a master's in liberal arts in the 1980s and worked in corporate and non-profit sectors for nearly 20 years before turning to teaching. For me, it would be nearly impossible to recoup the cost of a master's in TESOL; however, the Trinity Diploma in TESOL

provided me practical training at a manageable, reasonable cost – much lower than DELTA. The Trinity Dip TESOL and DELTA are exactly the same qualification. DELTA stands for "Diploma English Language Teacher of Adults," and this catchy acronym dovetails nicely into the well-known CELTA. Both CELTA and DELTA belong exclusively to Cambridge, so if big-name labels are important to you, then perhaps DELTA is the right choice for you. You pay for the name, and employers in the field are well aware that the two awards are exactly the same qualification. The Trinity Dip, however, offers more bang for your buck. If personal attention, learner style, and options to choose your area of specialization are more important to you, keep reading.

The Trinity Diploma – How It Works

I took the Trinity Diploma in TESOL through Oxford TEFL. It is a "blended" online program wherein a maximum of 16 fellow teachers from around the world collaborate to complete the program under the supervision of a team of very experienced, well-known tutors – Lindsay Clandfield, Duncan Foord, Nicky Hockly, Jamie Kiddie, Scott Thornbury, and Adrian Underhill – to name a few.

The online program takes six months, and the face-to-face portion, three weeks. The face-to-face portion is currently held in Spain or Prague, but discussions are in place to hold this component in Korea. This would make the program all the more appealing for teachers now working in Korea, China, and Japan.

The course helped deepen my theoretical knowledge of teaching and learning; I am confident enough to walk into any classroom situation and handle it. "Dippers," those enrolled in the diploma program, learn new, practical approaches to teaching and have the opportunity to put them into practice as the course progresses with valuable and ready feedback from both tutors and fellow Dippers. It has four components, plus assessments:

1. Learning and Teaching

Teachers, Learners, Methodology, Professional Development, Syllabus and Course Design, Technology, Assessment.

2. Language

Describe Language, Word Grammar and Sentence Analysis, Teaching Grammar, Discourse.

3. Phonology

The Phonemic Chart, Vowels and Consonants, Word and Sentence Stress, Features of Connected Speech, Intonation, Phonology, English as an International Language.

4. Face-to-Face

This is when it all comes together. Dippers do three weeks face-to-face after the online part of the course and are assessed on their teaching and phonology knowledge and practice. Plenty of support is provided in planning lessons and you receive feedback from one of the tutors after each lesson. Plus, you get to observe your fellow colleagues and benefit from sharing good practice. Phonology is reviewed and mock interviews are done to prepare you for the phonology assessment.

5. Assessment

There are four assessments. First is the three-hour written exam covering Learning, Teaching, and Language. Second are the three action research projects. Third is a 30-minute phonology interview; and fourth, the assessed teaching practice.

The Trinity Diploma - How It Differs

1. Learner Style

The Trinity Dip is offered through accredited language schools, like OxfordTEFL, and there is a community, classroom feel to the program. Tutors and fellow Dippers provide tons of support, ideas, and encouragement throughout the program.

There are also online chat sessions, webinars, and frequent contact with your primary tutor to help guide you through the written portfolio assignments and exams. It's similar to a small graduate school program where everyone knows everyone else and helps each other.

The tutors at OxfordTEFL were always open to alternative ideas and approaches as long as those ideas were backed by sound research and

proven teaching practice. I found this openness conducive to my own learning style. In my class, not one student failed the exam.

2. Power-Through or Modular?

Once you begin, the Trinity Diploma program is six months of manageable, but full-on learning. This is different from DELTA, which is a three-part modular program where students can elect to do each module separately. Candidates can begin each module at various times. This doesn't fit my personal learning style. As with any program, there are highs and lows. Because doing a diploma course is intense, I'm afraid that if I had the easy option of opting out, as in a module program, I would.

3. Phonology

As part of the Trinity Diploma, candidates are given one month of phonology training, and it is awesome, incredibly valuable, and useful for every teacher and for every level of student. I teach university students and there is not a class that goes by where I do not incorporate some aspect of phonology. As a result, my students are more comfortable and confident speakers.

4. Options

With the Trinity Diploma, candidates have the option of focusing their learning on their personal interests or career track in either EAP/ESP or Young Learners.

The Author

Amélie Kelly began as volunteer teacher in 2006 after working in corporate and non-profit sectors. Now an assistant professor at Dongguk University, Gyeongju, she believes that lifelong learning is fundamental and is committed to furthering the need for professional development in ESOL. She is a past president and former secretary of Gangwon KOTESOL and has been a KOTESOL member since 2011.

Email: ameliekelly1@yahoo.com



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