The Role of Identity in L2 Acquisition

By Gene Vasilopoulos

"Language is not only an instrument for communication. It is related to a set of behavioral norms and cultural values, which construct one's self-identity. After learning a new language, one's perceptions of his or her competence, communication styles, and values systems may undergo some changes" (Gao, Cheng, Zhao & Zhou, 2005, p. 39). Consequently, learning another language is very different from other learning that takes place in school. Subjects like math, history, geography, and music are generally all part of the student's culture or cultural perspective, at least, so that acquiring this material does not involve any personal conflict. This is not so true in learning another language, where the student requires an openness to change that involves adopting L2 speech patterns and behaviors, thereby shifting the learner's means of

KOREA TESOL

KOTESOL
대한영어교육학회

What's Inside?

March 2009

Email us at KOTESOL@asia.com

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

KOTESOL National Conference

May 16, 2009, Saturday

Korea National University of Education
Near Cheongju, Chungcheongbukdo

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THE ENGLISH CONNECTION

A quarterly publication of Korea Teachers of English to Speakers of Other Languages

"Glocal and Proud of It!"

I have to admit that I didn't like the term "glocal" when I first heard it in 2007 in reference to our university's newest business program. However, the more I consider it, the more I like what it implies. Later, when I heard that many Korean teachers' organizations were taking English names to sound more "global," it came home to me that the idea of being truly "glocal" or the ability to "think globally, act locally" is something that English teachers in Korea need to do everyday to be the most effective at what we do. Naturally, I also took a quick look at KOTESOL's membership data as well to see how truly "localized" and "globalized" we are. I think the numbers speak for themselves.

Currently, we are at 610 KOTESOL members, a drop of 51 from last year at this time, but we are up to 45 lifetime members. This represents nearly a 50 percent increase since I became lifetime member number 31 less than a year ago.

President's Message

While most of our members continue to be predominantly from the traditional English-speaking countries, our membership now includes 14 nationalities, showing the following percentages for those nationalities listed: 33% South Korean, 30% American, 19% Canadian, 5% British, 4% Australian, 3% Japanese, 2% South African, 1% New Zealander, and 1% Filipino.

A certain number of our members choose not to provide us with their nationalities, for their own reasons, but National Treasurer David Shaffer has stated that of the members not reporting their preferred nationality, very few of the names appear to be Korean. Therefore, if undeclared nationalities are taken into account, the actual percentage of Korean members is likely closer to 28-29%. So, what can we infer about our membership based on these numbers?

First, we have increased our lifetime memberships significantly, especially in the past year or so. This demonstrates the increased level of commitment and more long-term outlook of many of our members in their prospects as professionals building careers in Korea as well as their belief in what KOTESOL has done so far and will continue to do in the future.

Secondly, we hover around a consistent 30% in Korean members, while adding members from Japan, South Africa, and the Philippines to our 59% of members from Australia, Canada, New Zealand, the US, and the UK.

Tory S. Thorkelson, M.Ed.
Korea TESOL President

Thus, English teaching is taking on a truly global flavor in Korean classrooms, and we are also seeing a membership composed of well-established lifetime members, local Korean members with a strong commitment to melding the best that Korean English education and KOTESOL have to offer, and a few pleasant surprises like the numbers of members from Japan, the Philippines, and even South Africa. Together, we reflect an organization with strong local roots that is also connected to the global community through our international membership and our affiliations with organizations like TESOL, Inc., IATEFL, Asia TEFL, and our Pan-Asian Consortium (PAC) partners JALT, ThaiTESOL, ETA-ROC (Taiwan), ELLTA(S) (Singapore), FEELTA (Russia), and PALT (Philippines), as well as a number of Korean-based ELT organizations like KATE and ALAK. In the end, a simple glance at our membership numbers, as well as at our www.kotesol.org web site, clearly shows that we reflect the best that glocalization has to offer, and that we can also "think locally, act globally" (and vice versa) as the situation dictates, and as the English teaching landscape in Korea continues to evolve and, hopefully, flourish.

THE ENGLISH CONNECTION

Contributor Guidelines

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

Feature Articles: These should be 2,000-3,500 words in length and should present novel ESL/EFL methodology, classroom practice, materials design, teacher education, or inquiry and research applicable to this publication's readership.

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

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

Reviews: Reviews of books and other teaching materials should be no more than 600 words in length. Submissions should be of recently published materials not previously reviewed in a Korea TESOL publication.

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

The Korea TESOL Journal

Call for Papers

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

Inquiries and Manuscripts:
kotesol.pubs@gmail.com or **kotesol@asia.com**

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

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

Glocal Spring Events

This spring has numerous KOTESOL National and Chapter events scheduled, and in particular, looking at presentations scheduled for the Seoul Chapter Conference, in March, and the National Conference, in May, brings to mind Tory Thorkelson's discussion in this issue's *President's Message* of "glocalization" with respect to ELT in Korea. He examines the capabilities of KOTESOL members to enhance and develop Korean ELT by specifically adapting global SLA and ELT information and trends of the Korean locality and culture. I feel that the Chapter and National conference offerings support Korean instructors to develop themselves by providing by international and national speakers on a range of topics and issues that are directed at the Korean context.

Look at What's Inside

- **Gene Vasilopoulos** offers the *Feature Article*, exploring the role of identity in L2 acquisition, revealing the personal and socio-cultural aspects influencing language learning.
- In the *President's Message*, **Tory S. Thorkelson** discusses "glocalization" and offers an overview of KOTESOL's membership demographic and its role in helping KOTESOL and Korean ELT flourish.
- **Brian Heldenbrand** attended PAC7 at the JALT 2008 Conference and discusses the value of a wide variety of ELT presentations and the professional inspiration obtained through interaction with elite language scholars.
- **Tory S. Thorkelson**, in a *Special Topic* article, examines the differences between the Japanese Exchange and Teaching (JET) Program and the English Program in Korea (EPIK) to understand how EPIK may perform more effectively.
- In *Presidential Memoirs*, **Sangdo Woo**, KOTESOL's 10th President, takes a walk down memory lane and reflects on his initiatives and his fond memories of those he worked with.
- **Andrew Finch** provides a reflective discussion on the use of graphics in textbooks in *Materials Design*, questioning their effectiveness in aiding learners.
- **Douglas Margolis** offers **Julie Sivula Reiter** for this issue's *Training Notes* discussion, in which she addresses the complexity of teaching articles and how teachers can better support students in their acquisition.
- **Ksan Rubadeau** examines the two schools of thought regarding explicit written grammar correction in *Grammar Glammar*, setting the stage for the June issue's practical discussion of how this theory can be applied practically to the classroom.
- **David Shaffer's** *Word Whys* looks at where our

English vocabulary comes from, describing its history and this history's visibility in today's English language.
- **Alzo David-West** provides the *Member's Forum* discussion, addressing the value of teacher personality and student interaction on student motivation.
- In *Young Learners*, **Jake Kimball** offers suggestions on how to approach mixed-ability classes through differentiation, tailoring or personalizing instruction according to the needs of students.
- **Sang Hwang** touches on the issues of English-only classrooms in *Teachniques* and offers some suggestions for teachers to more effectively teach English through English.

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

- In *Professional Development*, we meet **Thomas Farrell**, the column's new author, where he invites us to reflect on our teaching practices to determine what theories or assumptions about teaching and learning we are working from.
- In *FYI*, **Tim Dalby** highlights the key speakers and presentations at the National Conference being hosted by the Daejeon-Chungcheong Chapter on Saturday, May 16th at KNUE.
- **Joshua Davies**, in *Web Wheres*, explores the notion of increasing transparency and awareness in and out of the classroom through the use of technology.
- *Membership Spotlight* explores the *nautical* and personal journeys of **Tim Dalby** and his role as 1st Vice-President.
- **Kara MacDonald** reviews *Using Authentic Video in the Language Classroom*, by Jane Sherman, which offers alternative ways to promote students' productive skills through linked activities in the *Book Review*.

The National Conference at KNUE in May will offer a range of professional development opportunities. I encourage you to attend as well as to explore what your local chapter has scheduled for this spring.

self-representation from a speaker of the L1 to that of an L2 speaker. Recognizing the complex relationship between language, and self- and socio-cultural identity raises the issue of how a learner's identity influences L2 learning, and conversely, how learning another language shapes a learner's identity.

This article attempts to raise awareness of the role of socio-cultural identity in L2 acquisition. More specifically, it addresses how socio-cultural identity inhibits or fosters L2 learning. Ultimately, it hopes to give ESL/EFL instructors an understanding of the role of learner identity in the language classroom. The discussion begins with a review of linguistic and non-linguistic outcomes and how language learning outcomes are related to self- and socio-cultural identity and motivation to learn another language. The concepts of identity and multiple identities are defined. This is followed by a review of current research on the role of self-identity and personal investment in L2 language use, and on the effect of successful language acquisition (bilingualism) on self-identity, to demonstrate the bi-lateral process of identity, investment, and acquisition. Finally, recommendations for linguistic identity awareness and positive self-identity development are presented.

Outcomes of Learning Another Language

Why do people learn another language? The most obvious response is necessity, i.e., to pass a mandatory course, to obtain certification, to acquire skills necessary for success in an increasingly competitive workforce. However, once these goals have been met - once the course is completed, or the job promotion offered - why do individuals continue to learn another language? Again, the obvious response would be to say they want to maintain the language skills already acquired. However, these pragmatic or instrumental gains overlook the integrative gains noted to be essential in successful long-term language acquisition.

One useful approach to answering the question of why people learn another language can be found in Gardner's (1982) concepts of linguistic and non-linguistic outcomes. Linguistic outcomes refer to actual language knowledge and language skills demonstrated through test scores or general proficiency. Non-linguistic outcomes reflect an individual's attitudes concerning cultural values and beliefs, usually towards the target language community. Moreover, individuals who are motivated to integrate both linguistic and non-linguistic outcomes of the learning experience may more easily achieve a higher degree of L2 proficiency and maintain more desirable attitudes (Norris-Holt, 2001). If this hypothesis is accepted, then potential linguistic and non-linguistic outcomes may also inhibit or deter L2 language learning.

The Role of Identity

Identity can be categorized into three types: self, social and personal. "Self-identity is the way individuals perceive themselves; social identity refers to the social positions that are generally acknowledged by society or the stereotypes that are possessed by the general public, and personal identity is the way individuals represent themselves to others" (Hsieh, 2004, p. 3). However, perceptions of self-, social, and personal identity are not static, but fluid, multi-dimensional, and ever-changing.

> ## Developing L2 fluency does not take away from, but adds to, the learner's L1 identity.

Self-Identity, Socio-cultural Identity, and Language Learning

The relationship between identity and L2 acquisition becomes apparent in Kim's (2003) research which explores how English language learning impacts upon the construction of socio-cultural identities. Here, Kim suggests that "identity is not only the individual conception of the self, but also the individual's interpretation of the social definition of the self, both within his or her inner group as well as the larger society" (2003, p. 138). The objective of the research is to explore how the English language impacts on the construction of socio-cultural identities of Malaysian ESL speakers. More specifically, are their identities shaped in the acquisition of the English language?

The findings suggest that localized identity constructs depend on the context. Participants possess a range of diverse identities, depending on which context and reference group they interact with. For example, respondents noted a preference to use English for local inter-personal communication which involved other fluent English speakers. Respondents noted strategic shifts of identity in interpersonal communications, which usually downplayed their English linguistic fluency and accent, when speaking to others less proficient since many Malays resented the use of English. In informal settings, speaking English can be viewed as showing off or being elitist. English use is limited amongst non-fluent speakers to gain acceptance, again since shared L1 language use establishes group solidarity and membership in the L1 community. Conversely, the use of English can be viewed as a sign of resistance, as in the case of one participant who refused to communicate in Chinese or Malay.

While participants also noted that they felt empowered by the ability to speak English, in that it opened their lives to two cultures and that they made concerted efforts to gain fluency in English, their efforts were not always rewarded by the L1 community. Consequently, the participants rationalized their conscious effort to conceal their English proficiency and pronunciation during interpersonal communications with others less fluent in English in order to gain acceptance as an L1

speaker. Therefore, while developing English proficiency is important, in the community and informal social context, identity masking takes precedence.

Hence, self-identity, socio-cultural identity, and personal investment motivate a learner to use or withhold the L2 in favor of the L1. Referring again to Gardner's (1985) socio-educational model of L2 acquisition, successful, sustainable long-term learning is most likely to occur when there is a willingness to become physically closer to the L2 group, as evidenced in a shift in speech and in linguistic and behavioral patterns. As indicated in Kim's work, developing fluency in the L2 does not take away from the learner's L1 identity, but rather adds to the L1 identity. Speakers can shift back and forth from L1 to L2, depending on how they wish to represent themselves in their social context. Here, the primary issue is that learners do not jeopardize their L1 membership by successfully learning and using another language.

Self-Identity Shifts and Language Learning

Further research on self-identity change and L2 acquisition support the argument above. Gao, Cheng, Zhao, and Zhou (2005) examined the self-identity changes of bilingual EFL students in China to refute the concern that native language and culture is lost when another language and culture is gained. The research team asked how learners experienced self-identity change after learning English. More specifically, they examined the types of self-identity changes experienced by bilingual Chinese college students studying English.

Six types of self-identity changes were noted: (a) additive bilingualism, where the learner's native language and native cultural identity are maintained while the target language and target cultural identity are acquired in addition, (b) subtractive bilingualism, where the native language and native cultural identity are replaced by the target language and target cultural identity, (c) productive bilingualism, where the command of the target language and that of the native language positively reinforce each other, leading to a deeper understanding and appreciation of the native culture. Such language learners are motivated by self-actualization needs, such as the need to understand and place themselves in the context of the two cultures. Also noted were: (d) self-confidence changes, which refer to changes in the perception of one's own competence as it relates to language learning and language use, (e) split change, which indicates a struggle between the languages and cultures, giving rise to identity conflict, and (f) zero change, which marks an absence of self-identity changes.

Findings suggest that most respondents experienced changes in self-confidence with surprisingly high indications of productive and additive bilingualism.

For these respondents, increased L2 language and cultural awareness inadvertently led to increased or stabilized native language proficiency and native cultural identity. In other words, while English language learning increased, students maintained their native language and cultural identity, and behavioral patterns and values, adding to rather than losing their native cultural identity. It is clear to see that learning another language is more than acquiring a new skill or body of knowledge; it penetrates deeper into the learner's sense of self and shapes how the individual views him-/herself in the native culture and also in the target language community.

Of course, in applying the research above to Korean EFL learners at the tertiary level, it assumes that learners are aware of the relationship between L2 learning and socio-cultural identity. Moreover, they are conscious of accepting or rejecting language learning to maintain their existing L1 self-identity. This is a reasonable assumption for young adult learners who have been studying another language for several years in the public education system as seen in the Korean EFL context. These learners have substantial exposure and experience in L2 education, giving them the opportunity to reflect on the role of L2 education in their lives and their relationship to the study of the L2. Nevertheless, it is critical that EFL instructors address the potential identity conflicts between openness to a foreign language and culture and the learner's interests in preserving their L1 identity.

Get to know the students' linguistic and cultural identities and practices.

Recommendations

It is the responsibility of the EFL instructor to raise the issue of self-identity, socio-cultural identity, and language learning in the language classroom. Likewise, it is his/her responsibility to dispel the commonly held misconception that developing fluency in the L2 takes away from identity and position in the L1 community. Instruction incorporating language identity awareness and development (Nero, 2005) goes beyond teaching language form to raise awareness of students' investment in, and use and knowledge of, language as it correlates with their identities/affiliations. Such an approach, which encompasses the development of multiple identities in L2 learning, can be implemented in the real-life classroom by the following.

1) *Get to know the students' linguistic and cultural identities/affiliation and practices* - Administer student questionnaires to describe their understanding of the role of English language learning on the development of their self-identity. For learners at the beginner and intermediate levels, this instrument should be delivered in the L1 and modified to assess

anticipated outcomes of achieving bilingualism. For more advanced learners or bilinguals studying EFL to maintain L2 proficiency, the survey can be used to evaluate experienced shifts in self-identity. This information provides the instructor with baseline information on how students perceive the effects of ELT as well as their overall openness to language instruction and willingness to adopt the behavioral changes associated with the L2.

2) *Make language itself a central focus of the study* - Language should be examined and discussed in its totality (Nero, 2005). This may be limited by learners' language proficiency but is highly recommended with bilingual or non-native instructors that can conduct such dialogue in the L1. Materials presented in class should raise awareness of language through intensive reflection and exploration. Methods should encourage honest, open dialogue on the links between language, identity, and culture. Instructors may lead students in deconstructing commonly held beliefs about language, e.g., who native/non-native speakers are, and address prejudices and language attitudes towards the L1 and L2.

3) *Have students read and write regularly and extensively* - This can be viewed as an outlet for self-expression, where students reflect on their relation to the L1, and on L2 learning and its impact on their self-identity and socio-cultural identity. Also, wherever possible, reading should include literature by members of the students' L1 community to affirm the students' language and community.

Conclusion
This article has demonstrated the significance of self-identity and socio-cultural identity in L2 learning and education in general in the L2 community. It aimed to provide the audience with a better understanding of the prevalence of identity-related issues experienced by language learners and how the negotiation of positive self-identity in an EFL context can foster L2 language proficiency. Moreover, it aimed to give the reader valuable insight and knowledge to better approach ESL instruction by creating a power-sharing environment where previously silenced learners can confidently explore, reflect on, and express their investment in the L2 language and culture, and their transition through this dynamic stage of self-development.

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New Web Site Links Pages

"Current Issues in ELT around Korea" is a new links page on the KOTESOL web site. See what the Korean media is publishing in English about English teaching and English teachers. See also the additional new links page which features "KOTESOL Members in the News." Both pages are accessible from the homepage menu.

Current Issues in ELT around Korea
http://www.kotesol.org/?q=node/792

KOTESOL Members in the News
http://www.kotesol.org/?q=node/793

Graphics, Part I: Friend or Foe?

Graphics liven up the page, make the textbook attractive, and motivate students to learn — in theory. However, it is good to take a look behind the scenes before flooding the page with pictures. This *Materials Design* article takes a step back and looks at the usefulness of graphics in language learning materials, before offering guidelines and examples in Part II.

Graphics are considered very important by authors and publishers of textbooks. This is not surprising at a time when many of life's messages are conveyed through visual media, from the micro-second flashing of images on popular TV shows to the growing use of videos-as-news on the Internet. Icons are everywhere, helping us to navigate and comprehend Internet pages, road signs, subway stations, and weather information. The prevalence of graphics-as-communication makes it common to see large, silent screens in public places — pure visual statements, flashing out their messages of a better life (advertising), information (traffic, flight times, etc.), entertainment (silent music videos, quiz shows) and sport (football, tennis, etc.).

Such media messages have become a part of life. But where does that place us as educators? Should we follow the trend by cramming our learning materials with graphics, or by producing learning videos that flash from image to image? Pick up a language textbook and flick through it page by page: How graphic-dense is it? What function do the graphics serve? Are they useful? Do they enhance the learning experience? Are they culturally and socially appropriate? Do they inspire you to teach the content? Would they inspire you (as a student) to study the content?

These questions might seem a little strange. After all, language textbooks teach language, don't they? The pictures are just there to make the process more enjoyable. However, when we take a look through (even) well-known textbooks, we find that graphics are often culturally and politically loaded with hidden assumptions. For example, there is the vocabulary exercise which matches seemingly innocent words such as *car, house*, and *ring*, with their pictures. Upon examining those pictures, however, we find an expensive sports car, a large mansion, and a thick gold ring with a large diamond. What is the message here?

Similar issues arise from the picture of young, semi-naked white Americans, surfing in California. The implication is that the textbook will help learners to join a target community of "native-speaking" language users, and that this is the goal of studying English. But what if the learner doesn't want to join such a community? What if the learner wishes to use English as a Lingua Franca (ELF) or as an International language (EIL)? What if the learner is a Muslim (very likely in Asia) and sees such pictures as examples of western capitalism? And what if the learner would love to surf in California, but sees this as an impossible dream? All these possibilities represent a barrier to learning — one that arose before the text was read, thanks to inappropriate graphics.

Materials Design
By Andrew Finch

Language teachers now have amazing "teachnology" (e.g., computers and word processors) which can supply clipart, photos, videos, and even movie trailers to suit every learning situation. However, we need to use these wonderful assets as learning tools. Rather than throwing "pretty pictures" on the page, simply because they look good, we should use graphics to enhance the text and make learning more effective. In this case, a short list of simple questions can be a useful toolbox from which to extract the most from our visual resources:

Do the students need/want graphics here? Would it be better to leave empty space for note-taking? Can I use graphics that will help students to comprehend the text? Can I use graphics as learning content? Can I find graphics that have no hidden agendas? Can I find graphics that are culturally appropriate?

The next article in this *Materials Design* column will look at these questions.

The Author

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Focusing on Member Services: 2002-2003

By Sangdo Woo, KOTESOL's 10th President

Before I stepped into the job of president in October 2002, I had served in Korea TESOL in various positions since the formation of the organization - Daejeon Chapter President, National 2nd Vice-President, and 1st Vice-President. But still, the job of president required a lot more time and effort than I had expected. For my trip down memory lane to 2002-03, I read the messages I had written for *The English Connection*, especially the first one. In that first message, I stated that I would like to focus on providing better services to our members and announced three projects to be launched in my term of office. Even though the projects did not reach complete realization within the year, the initiatives bore fruit in the years to come.

The first project was the development of a computerized system for membership management on the Internet. Joining KOTESOL and renewing membership involved a lot of red tape, and management of membership data involved many hours of burning the midnight oil. Kevin Parent was selected to head the data management programming project, while Larry Hoffarth was given the task of upgrading the KOTESOL web site. Membership records were updated to a very high level of accuracy due to computerization of many of the processes. With that initial dedication of these members and the on-going dedication of other key members, KOTESOL now has an efficient online membership management program, where one can join, renew, and check his/her membership status, and the web site has developed to also offer members a wealth of useful information. I am sure that KOTESOL is in the lead among English education-related associations in the area of up-to-date online membership data management.

> *Though difficult and challenging, it taught me a lot professionally and personally.*

The second project that I proposed was to upgrade our regional events, such as chapter conferences and drama festivals, to make them more national in scope. National KOTESOL encouraged chapters in that direction by making financial support available. This initiative has strengthened our regional conferences, with Seoul, Gwangju-Jeonnam, and Jeonju-North Jeolla Chapters now holding conferences each spring and Daejeon-Chungcheong Chapter hosting several symposia annually. Also developing from this initiative is the spring National Conference, hosted by a chapter at a venue outside the capital. The annual National Conference has been a great success, complementing the October International Conference in terms of date and location,

Presidential Memoirs
Series Editor: David E. Shaffer

and reaching English teachers who might otherwise not be reached. This has helped, I believe, to keep our chapters strong. Offering monthly meetings and workshops to meet the needs and interests of our members is a service unique to KOTESOL in Korea.

The third project was to support the creation of new Special Interest Groups (SIGs) and develop the existing ones. At the time, we had several SIGs in their initial stages of development, but with the additional support given in 2003, and the continuing interest in them over the years, we now have seven SIGs: Young Learners & Teens, Extensive Reading, Global Issues, Christian Teachers, Science and Spirituality, Research, and Business English. SIGs were once merely online forums with varying degrees of activity. Now, in addition to the online forums, they have face-to-face meetings to discuss books and even partner with chapters to host symposia in their area of specialization. The first SIG symposium was the Young Learner SIG symposium in the fall of 2003, which offered an initial model for other SIGs to follow.

Throughout the year, chapter activity was high with monthly meetings/workshops being held by all, and annual conferences and drama festivals by some. Likewise, the SIGs were being activated. But likely, the busiest of all was the Conference Committee. Committee Chair, Dr. Yangdon Ju, put together a talented team to plan and prepare for the 11th Annual Korea TESOL International Conference. KOTESOL conferences have traditionally stood out among ELT conferences in Korea in several ways. The first that I would like to mention is the use of English. The language of our conference was English, and all presentations were delivered in English, differing from other conferences, where some of the presentations were given in English and others in Korean. I think KOTESOL has assisted in developing a standard for

international conferences in the English education field in Korea, as other associations have switched to English as the presentation medium. Second, the KOTESOL conference has also shown that a conference can strike a good balance in the programming of academic and commercial presentations. No KOTESOL conference is complete without the ELT books and materials exhibition, and the 2003 conference, like many others, had one to boast of.

The theme of the 11th international conference was "Gateways to Growth: Exploring ELT Resources," and the venue was the Seoul Education Training Institute (SETI). It was only the second time that a KOTESOL conference site was not a university facility. SETI's spacious lobbies provided ample room for our Organizational Partners' displays, and our list of invited speakers was enticing. It included David Nunan, David Sperling, and Donald Freeman, who helped draw 800 attendees, almost twice as many conference-goers as the previous year. Approximately eighty display tables, laden with ELT materials, greeted our conference participants over the two days of the event.

Over the years, the KOTESOL October conference has developed into an internationally recognized conference in which you can listen to world-renowned scholars' presentations as well as your colleagues' presentations and workshops, review and purchase the latest books and materials from the Organizational Partners' exhibits, get employment information on jobs available and schools, and even have job interviews. The KOTESOL international conference has become the largest in Korea in the field of ELT in terms of the number of presentations and attendees.

I announced three projects to be launched in my term.

For writing this article, I have checked through my old files and folders, and the aging issues of TEC and conference programs on my bookshelves, as well as a huge number of files in my computers. Writing this article has taken me back to 2003 and reminded me of the many people I worked with, especially executive council members, conference committee members, and chapter officers. Among the Council members, Dr. Myung-Jai Kang, Dr. David Shaffer, and Prof. Robert Dickey deserve special recognition for their dedication and hard work. For the success of the International Conference, Dr. Yangdon Ju and Prof. David Kim did a super job. I do miss all the people I worked with in KOTESOL and have such great memories from that vibrant period.

The job of president was difficult and challenging, but it taught me a lot professionally and personally. The opportunity to record these memoirs has given me a chance to look back at what Korea TESOL was like in

2003 and how it has developed since then. Also, it certainly has made me think about where I was then and how I have changed over the years. What a great chance to reflect this has been after being away from KOTESOL!

Our international conference has become the largest in Korea in the field of ELT.

I would like to extend my sincere gratitude to all the people I worked with in KOTESOL over the years. I am sure that KOTESOL will continue to be a leading association in the field of English education in Korea.

The Author

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2009 KOTESOL National Conference

PROFESSIONAL DEVELOPMENT: IMPROVING LEARNING BY IMPROVING TEACHING

Saturday, May 16, 2009, 10:00 am - 6:30 pm

11:00-11:50   Keynote Address: **Dr. Thomas S.C. Farrell**, Brock University, Canada.
"Professional Development Through Reflective Practice"

1:00-1:50   Concurrent Session 1

- **Dr. David E. Shaffer** Reflecting and Observing for Developing: Attending to the Teacher
- **Adriane Moser Geronimo** Improving English Language Teaching Through Corpus-Based Analysis of Learner Texts
- *Soo Ha (Sue) Yim* A Pragmatic Approach to Teaching Vocabulary
- *Dr. James M. Perren* Empowering Students with Strategic Pedagogy by Sharing English Classroom Decisions
- **IATEFL YL&T SIG Presentation 1**
- KOTESOL Research Committee: **Dr. Kara MacDonald** Struggling to Begin? How to Choose a Research Topic

2:00-2:50   Concurrent Session 2

- **Dr. Andrew Finch** and **Dr. Heebon Park-Finch** Professional Development Workshop: Part 1
- **Tommy Che Vorst** We Are Becoming … What, Exactly? Korean English Teachers in Transition
- **Phil Owen** Student-Made Videos: A Report of Successes and Problems from a Real Classroom
- **Lenora Majors** Using Windows Movie Maker to Improve Teaching and Learning
- **IATEFL YL&T SIG Presentation 2**
- KOTESOL Research Committee: **Kevin Parent** Designing a Research Project

3:00-3:50   Concurrent Session 3

- **Dr. Heebon Park-Finch** and **Dr. Andrew Finch** Professional Development Workshop: Part 2
- **Dionne Silver** Getting Another Perspective: Combining Individual Reflective Practice with Teacher Collaboration
- **Jeffrey John Martin** Practical Frameworks for Learning and Assessment
- **Martin Endley & Dr. Kara MacDonald** Grammar Instruction & Young Learners: What Place Do Teachers in Korea Create for Grammar?
- **IATEFL YL&T SIG Presentation 3**
- KOTESOL Research Committee - **Scott Miles** How to Collect and Analyze Research Data

4:00-4:50   Concurrent Session 4

- **Sherry Seymour** Professional Development Through Peer Observation
- **Dr. Darryl Bautista** Through Arts-Based Lenses: Reflective Practice & Korean EFL Teacher Identity
- **Elizabeth-Anne Basel Kim** Metacognitive Questions on Worksheets: Approaching Painless Feedback and Learner Autonomy
- **Eric Reynolds** Developing a Mentoring Relationship as an EFL Teacher
- **IATEFL YL&T SIG Presentation 4**
- KOTESOL Research Committee: **Dr. David E. Shaffer** Presenting the Research Report

5:00-5:50   Closing Plenary Address: **Dr. Joo-Kyung Park,** Honam University, Gwangju

6:00-6.30   Closing Ceremony and Prize Drawing

Teaching Conceptions

I am delighted to have been asked to write this regular column for *TEC* on professional development. In this column, I hope to explore many issues related to professional development. I also hope that you, as readers, can provide some feedback along the way about what you have read and about what you would like to see in this column in the future.

My interest in professional development and in the definition of what it means to be an EFL teacher, stems from the concern I felt while teaching in Seoul over the qualifications of the huge influx of non-Korean travelers into Korea in the 1990s to teach English. I am sure there are teachers in Korea now that are interested in their professional development regardless of their initial qualifications, and so, this column is for all who are teaching English in Korea.

I would like to start this column by encouraging you, the teacher, to look at your current practices to determine what theories or assumptions about teaching and learning you may be working from, either consciously or subconsciously, by trying to situate yourself and your teaching into one of three umbrella conceptions of teaching: (a) Science/Research, (b) Theory/Philosophy, and (c) Art/Craft (Freeman & Richards, 1993). All three take a different stance to the teaching of EFL and go beyond the narrow thinking of teaching as the execution of techniques in the classroom by a teacher.

Examining teaching practices and assumptions about learning

The *Science/Research* conception of teaching sees EFL teaching as guided by research supported by experiments in psychology, from where learning principles are established, and learning strategies are investigated and developed. Task-based instruction is derived from SLA research.

The *Theory/Philosophy* conception sees teaching EFL as based on what ought to work (theory) and what is morally right (values-based teaching). The much-touted communicative method (CLT) is included in this category because it was developed by systematic and principled thinking rather than empirical investigation. Humanistic teaching and learner-centered teaching also come under this conception, and here teaching effectiveness is seen more in terms of belief about what should work rather than any successful application.

In contrast to the first two conceptions, the *Art/Craft* conception of teaching depends on the individual teacher's skill and personality to teach EFL because teachers are allowed to be themselves and act on their own best understanding of what is happening in the classroom with their particular students. A good EFL teacher will describe (in nonjudgmental language) and analyze his or her class and realize that a range of options are available to choose from, depending on the needs of the students. This conception, of course, depends on the teacher and not on the form of teaching.

Professional Development

By Thomas S.C. Farrell

In summary then, *Science/Research* conceptions offer ready-made, specific solutions to language teaching, *Theory/Philosophy* conceptions offer ready-made general solutions to language teaching, and *Art/Craft* conceptions offer custom-made and self-made solutions to language teaching. Now, do a self-assessment of these three conceptions by rating yourself from 1 (low amount) to 5 (high) on each.

It may be a good idea to share your conception with your colleagues as this may start an interesting process of collegial reflections on your practices. I will be in Korea at the National Conference in May, and I hope to meet some of you while I am there, so we can further discuss professional development. I will be giving a keynote on "Professional Development Through Reflective Practice," if you are interested in coming.

Your comments are welcomed.

References

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The Author

Thomas S. C. Farrell *is Professor of Applied Linguistics at Brock University, Canada. His professional interests include Reflective Practice, and Language Teacher Education and Development. Dr. Farrell's recent books are Reflective Language Teaching: From Research to Practice (2008, Continuum Press, London) and Teaching Reading to English Language Learners: A Reflective Guide (2009, Corwin Press, Sage Publications; Web page: http://www.brocku.ca/appliedlinguistics/viewpeople .php?id=1&view=all). Email: tfarrell@brocku.ca*

EPIKureans and JETsetters: *A Comparison*

By Tory S. Thorkelson with J. A. MacCaull

"Education's purpose is to replace an empty mind with an open one." - Malcolm Forbes (1919 - 1990)

The year was 1991, and I was a freshly-minted (and certified) junior-senior high school social studies and English teacher. I was also one of thousands of participants in the Japanese Exchange and Teaching (JET) Program. While JET continues to flourish in Japan, I have built a life and career for myself as an educator in Korea. As a university professor, I do not work for the Korean counterpart to JET, EPIK (English Program in Korea), but I was curious how these two programs compare.

The JET program is now entering its 23rd year, and has welcomed 5,119 participants from 41 countries in 2007 alone, according to the official JET web site. EPIK is affiliated with the Korean Ministry of Education and was established in 1995. It has hired a total of 2,119 teachers through 2007, according to the EPIK web site. The purpose of this article is to compare these two Asian language-teaching programs in terms of their objectives, organizational and staff make up, and their success or failure in accomplishing what they have set out to do for the students they serve as well as the teachers they hire and place at many levels of education all over Japan and Korea.

In terms of its goals and objectives, according to the official JET web site, the JET program "aims to promote grass roots internationalization at the local level by inviting young overseas graduates to assist in international exchange and foreign language education in local governments, boards of education, and elementary, junior and senior high schools throughout Japan. It seeks to foster ties between Japanese citizens (mainly youth) and JET participants at the person-to-person level." On the other hand, the EPIK program sums up its mandate on the EPIK web site as "to improve the English speaking abilities of students and teachers in Korea, to develop cultural exchanges, and to reform teaching methodologies in English."

Organizationally, the JET program "has flourished because it receives wide support from a variety of sources, but most notably from the Ministry of Internal Affairs and Communications (MIC), the Ministry of Foreign Affairs (MOFA), the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and the Council of Local Authorities for International Relations (CLAIR)." EPIK gets its support from the Ministry of Education, the 19 Korean embassies and consulates, the EPIK Office (now the National Institute for International Education Development) as well as the 16 provincial and metropolitan offices of education.

Teachers are hired and brought to Japan or Korea by the governmental bodies listed above, trained in Tokyo or Seoul, respectively, for anywhere between five days and a week or more and then sent to their local areas where they may or may not receive a few days of additional training before going to their respective education offices or schools.

Special Topic

While the training is often conducted by more experienced members of the JET or EPIK programs as well as the administrative bodies involved, once the individual teachers find themselves at their respective workplaces, they are pretty much on their own and their treatment depends very much on the attitudes and expectations of their fellow teachers, bosses or the local Office of Education. For example, I still remember fondly the junior high principal who installed a Western-style toilet in the male teacher's bathroom after I mentioned that I was uncomfortable with the typical Asian "hole in the floor" toilets at the end of my first week of teaching. Every overseas teaching experience has its good and bad points, but in my opinion, it is as much up to the host culture's administrators to help the newly hired and trained teachers adjust and deal with the anticipated cultural differences as it falls to the English-speaking teachers to try to adjust and deal with a whole new language and culture as best they can.

JET's recent history has been a lot less rocky than EPIK's. It could be argued that the JET program is simply more popular and has a better track record than EPIK, but it also has to do with the fact that the JET program has been run pretty much continuously by the aforementioned governmental and non-governmental organizations since it began in 1987. EPIK, on the other hand, though in operation since 1995, took its current name in December of 1999 under the control of the Ministry of Education. It was then reorganized and re-launched in its current form in January of 2007 under the joint control of the Korea National University of Education (KNUE) and the National Institute for International Education Development (NIIED). The latter was finally given sole oversight of EPIK later that year.

Most of those I have talked to who worked for the EPIK

program before and after the changes in management and organization prefer the new program for its increased funding, better professional training and support, and the higher level of respect they receive from their Korean supervisors and colleagues. However, the frequent changes in EPIK's organization have meant that there are few long-standing policies or precedents. Therefore, while the JET program has continued to grow and evolve beyond simply teaching and improving English education in Japan, EPIK's numbers and anecdotes from alumni show that EPIK has struggled to meet its goals and fulfill its mandate. In fact, a quick glance at their data (from Jean Lin of the Korean Ministry of Education, Science and Technology) shows that its numbers have declined significantly from a high of 632 teachers hired in 1996 to a low of 53 in 2000-2001 and have slowly risen back up to their current 204 educators in 2008.

While both programs attempt to provide a reasonable level of pre- and on-the-job training, the JET program has made every effort to support its teachers professionally and personally, even to having a counseling service aimed at addressing the difficulties JET participants face.

This is something that any successful international program needs desperately, for the peace of mind of both local and international teachers and for administrators as well. Without it, there is a greater likelihood of cultural misunderstandings and abuse of the system by locals or the international teachers themselves. EPIK has no equivalent to this in place, and opinions from EPIK alumni show how much it is needed.

Furthermore, JET has a whole section of their homepage dedicated to alumni. This page contains important information about the JET Alumni Association (JETAA), which is a distinct and separate organization comprised of former JET participants. As of July 2006, JETAA is active in 15 countries and consists of 50 chapters that boast a total of approximately 21,000 members. (*JET Streams*, 2008, p. 2). According to the web site, total alumni numbers for the program are around 41,000. The EPIK program, on the other hand, has a yet to be completed page entitled "EPIK Alumni" on its web site, despite having hosted over two thousand teachers from 7 countries since its inception. If one of the aims of these programs is indeed to promote cross-cultural awareness by sending teachers home with a positive image of their host country and people, it seems that EPIK could learn a lot from what the JET program has done and continues to do for both its in-service teachers and those who have moved on - whether it be back to their home countries or to another stage of their lives in their host country.

For myself, while Korea is now my second home, I will always have fond memories of my time in Japan. It appears that the same cannot be said for many of the alumni of the EPIK program. While these two programs are intended to open the minds of both teachers and students alike, their outcomes appear to be quite different due to differences in the ways the programs are administered and how teachers are supported during their time teaching and afterwards.

The 2009 KOTEOL National Conference

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Solving the Big Problem of Small Words

By Julie Sivula Reiter

The English article system is notoriously difficult for non-native speakers, and article use is ranked as the single most difficult item for EFL instructors to teach. Why do such small words create such big problems? While some believe the article system is simply too complex to be taught, several studies have concluded that systematic instruction on articles can significantly improve their use. How can we present articles more effectively?

The Problem with Articles
The definite article, *the*, is the most frequently occurring word in English. The indefinite *a* is often named the fifth most frequent. The use of the zero or null article, symbolized as ∅, exceeds even the use of *the*. Because they are so common, they demand constant thought and attention, and provide constant opportunity for errors. Worse yet, despite their ubiquity, they are often invisible: articles are usually unstressed in spoken discourse, rendering them difficult, if not impossible, for learners to hear.

> *A dynamic notion of countability, grounded in a context-dependent analysis.*

To make matters even worse, learners often view articles as unnecessary, because their misuse rarely leads to communication failure. In reality, however, multiple semantic functions (definiteness, countability, and number) are bundled within a single article package. In fact, when making article decisions, learners must focus on abstract complex distinctions, often arbitrarily mapped onto different article forms. For example, a learner may successfully identify a noun reference as "generic," but genericness is expressed by all three forms - *the*, *a*, and ∅. Similarly, the distinction between specific and nonspecific referents frequently has no bearing on article use:

> I'll bring *a cake* to the party-but I don't know what kind it will be. (*nonspecific*)
> I'll bring *a cake* to the party-I just made a chocolate one I can bring. (*specific*)

Despite the difference in specificity, in both instances, the indefinite article is used.

Finally, even when concrete rules can be identified and taught, learners have difficulty applying them. For example, "anaphoric reference" is a corollary to the idea that the definite article is used with

Training Notes

previously mentioned nouns, such as in: "I was driving along when suddenly *the windshield* shattered." The mention of driving implies a vehicle, which implies the windshield, and therefore, the definite article is appropriate. Learners often have trouble determining whether a noun would be considered "previously mentioned" within this associative anaphoric context.

Traditional Approaches
Many EFL textbooks avoid articles altogether. Those that address them follow consistent pedagogical themes. First, most texts adhere to the notion of countability, relying on the rule that single countable nouns (e.g., *tree*) take the indefinite article and uncountable nouns (e.g., *water*) do not. They often provide lists of nouns - categorically treating them as either countable or uncountable. Second, most texts present concepts of "previous mention" and "specific referent" to guide definite article use. For example, *the* is recommended if the referent is "something already mentioned" or "there's only one."

Do these traditional pedagogical approaches actually lead to accurate article use? In a recent study, researchers asked Japanese English learners to complete a task by filling in blanks with *the*, *a/an*, or ∅, and then interviewed them immediately afterwards to elicit explanations for their article choices (Butler, 2002). An analysis of the results reveals that the learners were often misguided by the *very same concepts* advanced in textbooks - countability, subsequent mention, and specific referent.

Advice for Teachers
The countable-uncountable dichotomy simply fails to adequately elucidate the complexities of this concept. While countability is an important factor in

determining the appropriateness of *a/an* or *the*, students make mistakes when they believe that countability is a *fixed attribute* of nouns. Butler demonstrates this through metalinguistic data:

> *Incorrect use*:
> Japan has ∅ old culture, stretching back in time more than 2,500 years.
> *Learner comment:*
> "I did not insert anything here because I thought culture is not countable."

> *Incorrect use:*
> Japanese arts have ∅ long and splendid history.
> *Learner comment:*
> "I was not sure whether or not history is countable … Can it be countable?"

The confusion lies in the fact that many, if not most, nouns are used in both countable and uncountable ways. Therefore, it is not realistic or practical to offer lists of countable and uncountable nouns. Instead, we should present a dynamic notion of countability grounded in a context-dependent analysis. A student explained: "I judge whether [a reference] is countable or not based on the context. When it refers to something as a whole, then it should be uncountable. If I can think of an individual case, then I take it as countable." Yule (1998), in his handbook for language teachers, reflects this intuition in his notion of "individuation," which occurs when the referent has clear boundaries (as opposed to indistinct ones), and is treated as discrete (as opposed to mass-like). Article instruction is more effective, therefore, when it incorporates practice in context-dependent countability detection.

A second problem is learners' misguided application of the concepts of specific referent and previous mention. For example, this response relates to a specific referent:

> *Incorrect use:*
> Yesterday, when I was feeling sad, **the woman** appeared with lovely pink roses.
> *Learner comment:*
> "I don't know who showed up, but I supposed that it must be somebody specific in the scene. That's why I chose *the* here."

This example illustrates students' difficulties understanding anaphoric previous mention:

> *Incorrect article use:*
> Japan has an old culture, stretching back in time more than 2,500 years. Japanese arts have **the long and splendid history**.
> *Learner comment:*
> "Because *history* and culture are related, I feel like

history was already mentioned… I thought…this *long and splendid history* was the *old culture*, wasn't it?"

In contrast, successful students focus on "hearer knowledge." They recognize that specificity and previous mention are useful, but must be considered within the context of the hearer. A referent, despite its specificity, does not take *the* unless it is part of the hearer's knowledge base. Conversely, an item not previously mentioned may still fall within the hearer's knowledge, and would take *the*.

Conclusion

Based on this analysis, article instruction should include practice making dynamic, context-based countability determinations grounded in individuation, as well as determinations of definiteness based upon hearer knowledge. Classroom instructors can create activities from sets like the following, which highlight the malleable nature of countability:

> He decided to get *a coffee* on the way home.
> They were out of *coffee* so they had tea.

> She owns *a business*.
> *Business* has been booming this season.

> Siberia is *a cold environment* for camping.
> We're conserving energy to protect *the environment*.

Instructors can also create activities highlighting the scope of hearer knowledge and anaphoric reference with sentences like the following:

> I got a **part-time job** (*unknown to hearer*) in **an Italian restaurant** (*unknown to hearer*), but **the pay** (*anaphorically known*) was really low.
> It will cost more to go to **the pool** (*known to hearer*) this summer. **The increase** (*anaphorically known*) takes effect May 1.

Although such concepts are difficult for students to master, the research indicates that instruction in these areas can lead to greater article accuracy - despite the odds.

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The Author

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Differentiated Instruction

In the previous *Young Learners* column, I wrote about level testing students for placement purposes. Yet classroom reality for most teachers is a mixed-ability grouping of students. In fact, even level-adjusted classes are mixed-ability classes to some degree, as individual students' different personalities and interests influence classroom dynamics. This variance becomes more conspicuous when we recognize our students' multiple intelligences. One way to deal with mixed-ability classes is through differentiation, which means tailoring or personalizing instruction according to the needs of students.

The first solution to the mixed-class dilemma is to respond with a unique set of materials and resources, to adjust curriculum content to meet the needs of diverse learners. The traditional classroom learns in lockstep from the same set of materials, the same bank of questions, the same worksheets and flashcards.

> *Even if you cannot adapt your curriculum, you can change your teaching techniques.*

Unfortunately, with mixed-ability classes, students respond differently to our content and materials, with reactions ranging from comfort and ease to boredom or frustration. A case in point is when some students are unable to complete writing or speaking activities based on a reading passage. Perhaps the reading passage is too difficult for some. Do all of your students have the productive skills to complete the activities?

Here are some tips for differentiating your classes. Try assigning a number of different activities that cater to different learning styles and individual interests. For example, graphic organizers suit students with different learning styles. Many of these can be found online. Teachers can also rewrite an unabridged version of a passage to make it more easily understood. Another option is to highlight pertinent information for students. This draws learners' attention to specific information, but they discover answers for themselves.

Pre-teaching vocabulary may benefit some students. Giving explicit directions orally and in writing is necessary for some students who may not fully understand a task. By providing visuals or models, we can improve students' understanding very quickly. When students fear making mistakes or performing in front of their peers, I provide prompts for them to get them started. Request shorter answers from these students rather than completely grammatical sentences.

Many young learners and teenagers have never been exposed to task-based learning activities or other communicative approaches. For some, they have only experienced grammar translation or Presentation, Practice, and Production (PPP). While some learners are capable of authentic two-way communication and excel at open-ended tasks, some students will benefit from what they feel is a more structured approach, one requiring more listening and repeating. Is there any reason why we cannot make our classes more eclectic by making use of more than one approach in a given lesson?

Young Learners

By Jake Kimball

Questioning techniques are also easy to adapt in a differentiated classroom. Factual, or display questions (i.e., the *wh*-questions standard in most classrooms), test learners' ability to recall information. They are closed questions requiring less of a cognitive load. In contrast, open-ended questions are higher-order questions requiring students to reflect on their knowledge and process information. In a differentiated classroom, questioning techniques vary over a continuum: knowledge, comprehension, application, inference, analysis, synthesis, and evaluation.

I think it is still rare to find teachers that take the extra time needed to prepare resources and worksheets or adapt materials to suit learners' needs. In the real world, classrooms are still a onesize-fits-all experience. Nevertheless, even if you cannot adapt your curriculum, you *can* change your teaching techniques. However, there is a caveat to all of these tips and strategies to differentiate your classroom. It is dangerous to apply them to groups of students for long periods. At some point, learners will progress and the crutches we afford them need to be removed so that they can walk, and then run, on their own.

The Author

Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is also the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group. His main professional interests are early literacy, program evaluation, and assessment. In his spare time, he is always trying to find innovative ways to put his MSc in Educational Management in TESOL to good use. Email: ilejake@yahoo.com

Ideas for English-Only Classrooms

By Dr. Sang Hwang

Due to a major policy change in teaching English as a foreign language in Korea, teachers of English are now required to use only English in the classroom. This raises important issues. Being able to speak English fluently does not guarantee the skills needed to be an effective educator. Excellent spoken language alone should not determine an individual's ability to teach English. Methodological strategies, pedagogical techniques, and the ability to motivate students to learn must all be considered. In addition, teachers need to strive to constantly improve their teaching methods and be able to work cooperatively with their colleagues.

One way to promote language learning is through the use of literature in the classroom. When a teacher brings good books to the language classroom, it promotes an appreciation of literature and guides instruction in a meaningful way. However, the teacher needs to choose books with illustrations and repeated patterns in the story, so that students familiarize themselves with the language and story structure. In addition, the teacher must have appropriate strategies and interesting activities to effectively deliver a lesson using literature, thereby accelerating learning. In this article, teachers will find practical ideas on how to use target vocabulary words as warm-up activities, main activities, and follow-up activities.

Warm-up activities serve as attention-getters, helping the teacher to introduce topics smoothly. Warm-up activity choices involve (a) shared reading and repeated reading, where the teacher initially reads aloud and then invites students to join in when they are familiar with the sentence structure, (b) matching games, using index cards or stickers to pair words and the target sounds, and (c) predictive activities to guess the story, based on the title, the cover page, or illustrations in the story.

Main activities help the students stay focused on the topics through tactile learning. Main activities may include (a) reading around the room, where two students walk around the classroom, one student pointing to a word on the wall, the other saying it in English, (b) action games, where students are instructed to clap their hands or shake a water bottle to make noises when they hear the target words, and (c) two dice games that allow students to check their answers from two dice when one die has a word and another die has a definition.

Follow-up activities extend the lesson, enabling the teacher to reinforce instruction. Follow-up activities may involve (a) real-life collages, where students collect words from their daily lives, for instance, from TV, in the house, or from newspapers or magazines, (b) the creation of students' own stories after reading, including making books or writing a journal, and (c) sentence cut-up strips, where students need to recreate the sentence correctly.

Teachniques

Teachers can also use different activities in assessing student learning. One popular activity for assessment is Jeopardy Board, in which students find question cards with a money value for each question on a big board and earn that money when a question is answered correctly. In addition to the techniques discussed above, teachers can learn new techniques through observations of other classrooms, discussions with experienced teachers and other experts, and attendance at workshops and professional meetings.

Teaching English as a foreign language does not require only linguistic fluency in English, but also that the teacher possesses good strategies for becoming more effective. Learning becomes more meaningful when the lesson is accompanied by excitement and enthusiasm in teaching. Teachers can make one individual child's English education significantly different. As Aristotle once stated, "We are not just what we are now; we are also what our potential is to be."

The Author

Dr. Sang Hwang is an Associate Professor in the Department of Education at West Texas A&M University. She teaches "Evaluation of Reading Performance," "Field Experience in Teaching Reading," and " Diagnosis & Remediation" to undergraduate and graduate students. Her research interests include reading evaluation, teaching strategies, multiple literacy, using narrative and informational texts, and ESL methodology. Dr. Hwang coordinates the America Reads program at West Texas A&M University as well. Email: shwang@mail.wtamu .edu

Awareness and Transparency

At the 2008 KOTESOL International Conference, one presentation that stuck with me was a workshop by a group of university teachers from Gyeongju on increasing classroom participation. In brief, they suggested handing out cards to students when they participated so as to make students more aware of what was considered participation and of how much they really participated (from the teacher's perspective).

This notion of increasing transparency and awareness in and out of the classroom is a good point to consider, and one in which technology can add more than a few words to the conversation. To that end, I have compiled a few sites to start off your semester with a clearer picture.

1. Build a Class Page
What exactly is going on in your classes from week to week? One of the fastest ways to make students more aware of this when they are away from school is to create a class web page filled with such things as a syllabus, schedule, and assignments. Two of the easiest ways to do this are with Google Sites (sites.google.com) or Sythasite (synthasite.com). Both offer simple, free, and ad-free(!) web site creation that can be used to design single- or multi-page class sites. Likewise, both offer the option of including such things as calendars, videos, and more as part of the site. Neither requires learning any programming or a high weekly time commitment. In less than 15 minutes, you can put together something basic, but attractive, and give your students a place to turn to during the hours between class.

2. Increase Grade / Assignment Transparency
In particular at the university level there is often the question by students of how they are doing from week to week, especially in comparison to other students. While I am not overly fond of excessive competitiveness, increasing grading transparency in class is a solid step towards matching their and your expectations, and helps to avoid end-of-term surprises. There are many online grading programs, but a good free one is Engrade (engrade.com). It comes complete with an assignment scheduler, messaging, attendance recording, and password-protected grade checking. Combined with good in-class goal setting it allows students to really get a feel of where they are.

3. Show, Don't Tell
I find there is often truth in Geddes's quote that "teaching isn't telling." Especially when it comes to technology, we want to really show students the way things work. We do this in class through activities and demonstrations, but what about outside the classroom? Until recently, our options focused on written instructions that did little justice to the in-class presentation, or videos that walked students through the material (good, but complicated

Web Wheres
By Joshua Davies

to put together). Nowadays, a number of sites have sprung up that make the video option much easier and more accessible to all. Two of my favorites are Jing (jingproject.com) and Flowgram (flowgram.com). Both offer simple ways to create screencasts of activities on the web, with Flowgram even offering the option of adding documents, and other media, as well. For example, I have used Jing for such diverse activities as showing students a tour of our class web site to walking them through peer-editing their partners' essays with MS Word.

4. Make the Conversation Visible
Like the Gyeongju presenters making participation more visible to students, teachers can make class conversations and dialogues remain visible outside the classroom. In previous issues, I have talked about a few of these: Chinswing (chinswing.com), which lets students have asynchronous audio discussions, and Bubbl.us (bubbl.us), which allows students to brainstorm collaboratively, making mind maps online. Two others to add to the list are Lefora (Lefora.com) a web site making it easy for teachers to create well-organized online forums for discussion, and aMap (amap.org.uk), an easy embeddable program for constructing arguments alone or with multiple users that can be used to visualize discussions.

I hope these programs aid your classroom in becoming more aware and transparent.

The Author

Joshua Davies (MS Ed TESOL, Shenandoah University) is currently teaching at Yonsei University in Seoul. He also manages the KOTESOL national web site and enjoys showing that CALL is not nearly as scary as it seems. Email: joshuawdavies@gmail.com

Tim Dalby: The Smooth Sailor

If you think that things have been sailing smoothly for KOTESOL recently, part of the reason for that could be our newly elected 1st Vice-President. He is busy making policy documents available on our web site as well as uploading Chapter-related and other resources. Last year, he was KOTESOL Teacher Training (KTT) Coordinator, but now he is a co-chair of the 2009 National Conference. Timothy Dalby is our featured member in this issue's *Membership Spotlight*.

Born at a naval station on Gibraltar, Tim Dalby grew up always associated with the navy in one way or another. Tim's father was stationed on Gibraltar with the British Navy when Tim was born. Though his parents were from Yorkshire in northern England, Tim grew up in Britain's important naval port of Portsmouth. He received his secondary education at a naval boarding school near Ipswich, on the frigid eastern edge of England. At school, he did well. He was a senior prefect - a student officer, who smoked too much, had too many girlfriends, and stayed out too late at night.

Though accepted to university as a politics major, Tim decided to first travel to New Zealand for a year. His time in New Zealand convinced him that a Business Studies major suited him better, so he went to the University of Portsmouth to receive a BA. After graduation, his first job was project manager with a computer services company. While on a motorcycle trip during vacation, he met his wife, Kristin, in Prague. She was also on vacation after completing her year of study abroad in France. A year later, they met up again and after five months, they decided to get married. Reason: Her visa in her US passport was only good for six months!

After marriage, Tim lived and worked in Edinburgh for a while, but he and Kristin soon caught the travel bug. They first went to the French Alps to manage a ski chalet and ski everyday for six months. Next, it was to a language school in Seoul for one semester. After that, it was back to Prague, where Tim taught all kinds of courses to all ages of students. While in Prague, Tim got his CELTA certification, as well as the urge to return to New Zealand. There he was head of the IELTS department for Edenz Colleges, EAP teacher at Christchurch College of English, and head teacher at a third school.

▲ Tim Dalby and Family

One of his assignments had been to travel to Seoul, which he enjoyed so much that he found a set of teaching positions there. So, after four years in New Zealand, he and Kristin came back to Korea to work at Jeonju University.

When Tim came back to Korea, he had more tickets to buy and more luggage to check in than before. His two sons, Aiden (now 5) and Julien (3), were born in New Zealand. Soon after

Membership Spotlight
By David E. Shaffer

beginning work in Jeonju, he joined KOTESOL's Jeonju-North Jeolla Chapter, and soon after that, he became the Chapter's membership coordinator. Tim's teaching motto is "I can always do better." He reflects, "I don't have a favorite teaching style other than trying to ensure I teach in a style that the students best respond to. I guess I try to make sure that my work happens before class so that the students do their work in class."

"I can always do better."

Tim is proud to be a part of the 2009 National Conference Committee. After the May Conference, he will be continuing with his duties as 1st Vice-President, which consist of overseeing the Chapters. He also hopes to be involved in the PAC-Asia Conference in 2010, which KOTESOL will be hosting. In addition to providing opportunities for skill development, Tim reflects that "KOTESOL has also allowed me to meet talented and motivated teachers from around Korea."

Tim recently completed his MA in ELT with The University of Reading. He is considering doing a PhD, but at present is happy being "the twig on the river." As long as the river is in Korea, that bodes for smooth sailing for his students as well as for KOTESOL.

Written Grammar "Correction"

In the field of ELT, unsolved mysteries abound. For those of us who teach writing skills, one of the most pertinent and disputed questions involves the treatment of errors. Should we "correct" learners' written grammatical errors or not? For anyone who has spent long Saturdays in a Dunkin' Donuts huddled over piles of student papers, the question is especially relevant. Are we just wasting our time? Worse, are we wasting students' time, too?

The debate has been raging for some time now. On the "anti-correction" side, John Truscott very famously cited prior research and concluded that studies simply haven't shown that error feedback facilitates learning. In fact, some researchers believe that correction can be disheartening and confusing to students. Although writing students and language programs may expect teachers to show their professionalism through grammar correction, the conclusion of many researchers has been that time spent on content feedback would be better justified.

The Great Debate: Is error correction effective?

Yet many teachers insist that grammar feedback does make a difference. Is this just stubbornness or is there evidence to support this feeling? Researchers like Dana Ferris believe that there is evidence. While debating Truscott's position, Ferris not only pointed to positive evidence of the benefits of grammar correction, but maintained that Truscott's review of the research was incomplete. Five years later, adding empirical research to an extensive literature review, Ferris further concluded that second language learners, adults in particular, need their errors made salient and explicit to them. Since then, other academics like Jean Chandler, have added compelling evidence suggesting that teacher feedback on errors is indeed beneficial.

However, even Ferris admits that the existing research base is still inadequate, with too few longitudinal studies. Most teachers recognize that error feedback helps students improve from the first draft to the second one of the same paper. But what we really want to know is: Will learners transfer that knowledge to their next composition? Will they be better at the end of a full year of error correction? And importantly, will they be better than someone who has not received any error correction? Ferris points out a key flaw in the design of many studies, the absence of a control group. Too few studies, she states, compare the writing of students who have received grammar correction with that of students who have not. So we actually know very little about what happens in the long term if we do not give learners error feedback compared to what happens if we do. In the end, Ferris and Truscott do agree on something: More research should be done.

Grammar Glammar

By Ksan Rubadeau

Research is ongoing, but it will take years for longitudinal studies to reveal their results. What are we teachers and our students to do in the meantime? Personally, I find the evidence in favor of error feedback convincing and agree that until further notice, we need to identify ways of addressing learner errors and establish these as an integral part of our teaching practice.

However, papers like Ferris' do not do much to address what this error correction should actually look like. This brings me to the other giant grammar question in L2 writing: If we do support the idea that some kind of error treatment is beneficial, what *method* should we use? This is yet another extremely relevant question for writing instructors, and one which I will attempt to address in my next column. In the meantime, I advise all writing teachers out there to keep abreast of the latest research in this all-important debate. Whatever our position on error feedback may be, we should at least have an informed approach to taking that position.

The Author

Ksan Rubadeau *(MA Applied Linguistics) has had the extreme satisfaction of teaching wonderful learners of English (and some learners of Spanish) for the past thirteen years. Before coming to Korea, she taught in Mexico, Japan, and her native Canada. She currently teaches at Korea University and is the Treasurer of KOTESOL's Seoul Chapter. Email: ksanrubadeau@hotmail.com*

Where Does Our Vocabulary Come From?

Today's English had its beginnings in the dialects of the Angles, Saxons, and Jutes. These were Germanic tribes across the English Channel and North Sea from southeastern England, who were forced into England due to natural disasters and famine on the Continent. The language they brought with them jelled into Anglo-Saxon, also known as Old English.

Old English is the language that was spoken in England from about 450 A.D., the beginning of the Germanic invasions, to about 1100 A.D., the time of the French Norman invasion. Of the vocabulary of Old English, 15% is still present in the English we use today. As an example, consider the two sentences below. One contains more vocabulary of Old English origin. Can you recognize it and guess the percentage of words from Old English?

1. "Absolutely correct! Please vacate the office."

2. When the woman heard this, she wept and said, "How can I live, with two children to feed and a husband who has long been sick?"

If you selected sentence 2, you are correct. Only one word in sentence 1 is of Old English origin, *the*. However, all the words in sentence 2 are from the vocabulary of Old English.

A quick comparison of the words in sentences 1 and 2 indicates that the most basic and essential words of English are from Old English. This is also true of functional words. It is the vocabulary of day-to-day communication that derives from Old English. It is less used in the discourse of academic presentations or writing. Though only 15% of Old English words remain in English, it is not unusual for them to make up 80% of the total words we use in our informal daily conversation. A few old words are the ones most used.

A few old words are the ones most used.

Not all the vocabulary of Old English came from the Angles, Saxons, and Jutes. The language developing from their dialects, Anglo-Saxon, created early Old English, but other languages also had their influences. For example, Anglo-Saxon did not contain the consonant cluster /sk/. That was introduced into Old English by the Old Norse-speaking Vikings of Scandinavia (e.g., *score, scrub, skill, skin, sky*). The

Latin of the Roman Empire also had its effect on Old English. Latin was the language of the Christian Church, the language English merchants used for trade in Europe, and a language required in education. Accordingly, many words related to religion, trade, and education came from Latin (e.g., *angel, priest; chest, silk; grammar, paper*).

William the Conqueror and the invading Normans of northern France brought with them the French language, which influenced English so much that Old English gave way to Middle English

Word Whys
By David E. Shaffer

(c. 1100-1500). While the Normans controlled England, 10,000 French words were adopted into English (e.g., *adieu, encounter, gentle, route, space*). Three-fourths of them are still in use today.

French words continued to enter Modern English (from c. 1500); examples include *identity, mustache*, and *parade*, but they were joined by loanwords from a wide variety of other languages, reflecting the exploration and arts of the age: Spanish/Portuguese (*cocoa, hurricane*), Italian (*alto, solo*), Dutch (*cruise, sketch*), Latin/Greek (*navigate, ultimate*), Hindi (*jungle, shampoo*), Chinese (*tea, typhoon*), and American Indian languages (*moose, tomahawk*).

To give a more concise answer to the title question: English vocabulary has come from many languages and many places. Most extensively, it has come from French, Middle French, and Old French. Considerable amounts have come from Latin and Greek, and varying amounts from many other languages of the world. Being able to so readily accept loanwords has worked to increase English vocabulary immensely and make the language very dynamic.

The Author

David Shaffer *did his post-graduate work in Linguistics. His interest in English was magnified when he came to Korea and began learning Korean, and later teaching English. Dr. Shaffer's interests lie in a variety of the areas of English study: syntax, semantics, phonology, and English history and development, as well as SLA and ELT. He is an associate professor at Chosun University, an associate editor at TEC, and National Treasurer for KOTESOL. Email: disin@chosun.ac.kr*

University EFL Student Motivation

By Alzo David-West

South Korean university students are said to prefer instructor personality over academic qualifications: "Smiling is often more effective than a PhD" (Thompson, 2007, p. 22). In an attempt to confirm this point, I prepared a Rudeness and Politeness Profile (RPP) survey. One section asked students to list at most three characteristics of rude and polite foreign EFL instructor behavior, and another section asked five questions on expected common behavior of foreign instructors. Eighteen students taking elective English courses completed the RPP.

Students value a friendly, but professional teacher.

While only one student described a polite foreign instructor as someone who "smiles everyday," the students generally wanted an attentive, kind, funny, respectful, and encouraging instructor who is entertaining in the EFL classroom. Counter to this were descriptions of a rude instructor as someone who expresses anger, pride, and authoritarian tendencies. One student described a rude instructor as someone who wastes class time, uses slang, and does not care about Korean culture or show interest in his or her students. Therefore, although students valued friendly and informal classroom interaction, they also required that an instructor be professional and well prepared for class. The image of the casual, yet unprepared and uninterested, native-speaking English instructor was not respectable in their view. The RPP was about rude and polite behavior and did not inquire into teaching qualifications or experience. Survey responses suggested, however, that students do value both a smile and a degree.

Accounting for student personalities generates motivation to learn.

The RPP also found that the majority of students did not expect a foreign EFL instructor to behave and think like a South Korean instructor, but to present them with Western classroom culture and teaching styles. Yet at the same time, the majority of students found it pleasing to know that an instructor was making an effort to learn Korean and understand Korean social culture. This facilitated student-teacher interaction, generating a higher classroom comfort level from students. In fact, the survey showed that most students were more interested in learning English if the instructor was learning, or even had an interest in learning, Korean. The majority of students regarded instructor personality as more important than academic qualifications, which is in line with responses revealing that students generally expect a foreign instructor to be

Members' Forum

an entertainer in the classroom. That is somewhat disappointing when taken in isolation, as is the quote at the beginning of this article, which suggests that students do not care about having a qualified instructor, only an entertainer. If things are not viewed in isolation, however, it is evident that students do value a professional instructor.

Despite the limitations of the RPP, it was a basic quantitative indication suggesting that English teaching on the university level in South Korea is not only about academic qualifications, teaching skills, and experience, but is also highly linked to classroom atmosphere, student comfort level, and instructor personality, which are important motivational factors for learning. All in all, students' motivational needs should be regarded as an important component of language learning. Understanding that South Korean students value certain personality attributes among foreign EFL instructors does not mean that the students do not value professional qualifications. Rather, it is to say that students will benefit when one considers what characteristics of personality and teaching styles can generate a more motivating learning context with a student-centered approach.

Reference

Thompson, T. (2007). Smiles per class is worth measuring. *The English Connection¸ 11*(3), 22-23.

The Author

Alzo David-West is an instructor of English at Duksung Women's University in Seoul and a PhD candidate in Communication at the European Graduate School in Switzerland. He earned an English MA degree from East Carolina University and an English BA degree magna cum laude from Chowan University.
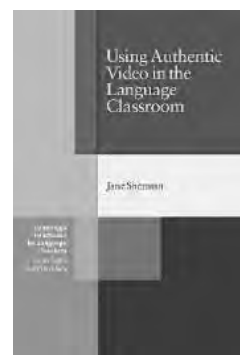
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Using Authentic Video in the Language Classroom

Jane Sherman.
Cambridge: Cambridge University Press, 2003.
Pages: ii + 277. (ISBN-10: 521-79961-9)

Reviewed by Kara MacDonald

Typically, when a teacher tells students that a video will be shown in class, there is an outburst of joy; the students feel they can sit back, shut down, and disconnect from learning. If the film is a popular action movie, well, the students are in luck. They can benefit from animated scenes that require little English to interpret what is happening. If the movie is not to their tastes, well, it is a case of sitting back, positioning themselves appropriately, possibly leaning on a bent arm to support their head, to conceal their nap session. Pro-active and motivated teachers often struggle with such student responses to film in the classroom, as students are pre-conditioned to think they are off the hook if a film is playing and the teacher is not at the front of the room.

Sherman addresses listening and cultural comprehension, while promoting students' productive skills.

I once worked in an ELT program that required teachers to submit a request in advance to show a film, and explain how that particular film and the teacher's use of it, or of a segment of it, fit into the designated curriculum so students could not disconnect. It was hard to get an "OK," which meant that if a teacher really felt the film activity would work well for *input, intake*, and *output* for the students, he/she got cracking to make certain approval was granted. I relied on some well-seasoned teachers as resources, but they too were looking for input from me, while the newcomers to teaching, with just their teaching certificates and degrees, were hoping we had all the answers. One book that I still draw on from time to time when teaching language classes for children, university students, and professionals is *Using Authentic Video in the Language Classroom* by Jane Sherman.

The introduction draws the reader in, explaining why the use of authentic video is beneficial and leads into the *how* of using video in the language classroom.

Overall, the text is divided into two sections: Part I addresses the theory, which is subdivided into Video Drama and Non-Fiction Video, and Part II offers an expansive range of activities to make use of authentic video in the classroom. Part I addresses video dramas such as films, sitcoms, soap operas, while the non-fiction video section contains programs about real life: documentaries, new shows, news broadcasts, and advertisements and commercials. Part II offers activities for the classroom, but focuses on student comprehension and presents ways in which learners can approach text comprehension *globally*, from a top-down approach, for macro-meaning, an alternative to the all-too-common focus on individual word translation and bottom-up meaning-making of some classrooms.

Part II of the book is the most resourceful for practicing teachers well acquainted with the SLA and ELT literature, as well as for new ELT professionals, who are looking for classroom recipes. There are no *recipes*, as new teachers quickly learn and old teachers have long accepted. However, Sherman provides lesson ideas for using video, and also teaches and asks us to think about alternative ways to address students' listening and cultural comprehension, while promoting their productive skills through linked activities.

Using Authentic Video in the Language Classroom is an excellent resource for teachers working with all kinds of learners, from young learners to adults, in public schools, hagwons, and private lessons. Each lesson activity is designated for the most appropriate learner level, but oftentimes, by adjusting the recommended video material or varying the activity slightly, the same lesson plan can be easily adapted to other learner levels. And the thrill of being able to work with, understand, and enjoy real audio-visual material in English brings the classroom alive.

The Author
Kara MacDonald *teaches in the Hanyang-Oregon TESOL Program at Hanyang University in Seoul. Her masters and doctorate degrees are both in Applied Linguistics (TESOL) from the University of Sydney. Her areas of interest are NNEST issues and CALL for pronunciation instruction. Email: kmacd@rocketmail.com*

KOTESOL Kalendar

Conferences

Mar. 28, 2009. Seoul Chapter Annual Conference: "Beyond Survival in ELT: Reflecting, Adapting, and Thriving." Web: http://www.kotesol.org/?q=node/701.

Apr. 11, 2009. Spring 2009 Gwangju-Jeonnam Chapter Conference: "Effective Teaching for the Classroom and Beyond." Chonnam National University, Gwangju.

May 16, 2009. Korea TESOL 2009 National Conference: "Professional Development: Improving Learning by Improving Teaching." Korea National University of Education, near Cheongju, Chungbuk. Web: http://www.kotesol.org/?q=node/686.

Calls for Papers

Korea TESOL Journal, Vol. 11. Email Maria Pinto: maevid@hotmail.com **Ongoing Submissions**

KOTESOL Conference Proceedings 2008. Email: 08kotesol.conf.proc@gmail.com **Ongoing Submissions**

Chapter Meeting/Workshops

1st Saturday of the month: Daegu-Gyeongbuk Chapter.
2nd Saturday of the month: Gwangju-Jeonnam, and Jeonju-North Jeolla.
2nd & last Saturdays of the month: Gangwon Chapter: Two monthly meetings - 2nd Saturday in Sokcho; Last Saturday of month in Wonju.
3rd Saturday of the month: Busan-Gyeongnam, Daejeon-Chungcheong, Jeju, Seoul, and Suwon-Gyeonggi Chapters.

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

Submissions

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

Corea Calendar

Conferences

Apr. 18, 2009. The 13th International STEM Conference: "Movies and Multimedia" Dankook University, Seoul. Web: http://www.stemedia.co.kr/

Jul. 3-4, 2009. KATE 2009 International Conference: "Across the Borders: Content-based Instruction in EFL Contexts" Ewha Womans University, Seoul. Web: http://www.kate.or.kr/Contents/Conferences/2009/Program.asp

Sep. 12, 2009. KAFLE 2009 Conference: "Classroom Realization of the Foreign Language Curriculum" Ewha Womans University, Seoul. Web: http://www.kafle.or.kr/modules/doc/index.php?doc=event_2&____M_ID=27

Oct. 10, 2009. 2009 PKETA International Conference: "Extensive Reading and Writing in EFL Contexts" Pukyong National University, Busan. Web: http://www.pketa.org/english/e_index.html
Proposal Submission Deadline: March 15, 2009

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

Nov. 21, 2009. GETA 2009 International Conference: "Transforming Learners, Teachers, and the English Classroom." Honam University, Gwangju. Email Joo-Kyung Park: english58@hanmail.net

Dec. 5, 2009. ALAK 2009 Conference. Foreign Language Education Policy in the Korean Context, ChungAng University, Seoul. Web: http://www.alak.or.kr/main/conference.htm

Submissions

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

[Compiled by Maria Pinto, Kara MacDonald, and David E. Shaffer.]

PAC7 at JALT 2008 Conference Report

A Smorgasbord Weekend

By Brian Heldenbrand

What a stimulating and refreshing treat it was to attend the 7th Annual Pan-Asian Conference (PAC7) in Tokyo at the Japanese Association for Language Teaching's conference, JALT 2008! JALT was holding its 34th International Conference on Language Teaching and Learning under the theme of *Shared Identities: Our Interweaving Threads*, in conjunction with PAC7, with educators from affiliate organizations in Japan, the Russian Far East, the Philippines, Taiwan, Thailand, and Korea. A major event of the PAC7 Conference was the 6th Asian Youth Forum (AYF 2008). AYF brings together college students from countries in the Asia-Pacific region for a week filled with educational seminars, cultural events, and opportunities to discuss global issues in English. This year's AYF 2008 coordinator, Kip Cates, orchestrated the opportunity for me to host a breakfast with the delegates from Korea. Although their daily activities began later in the day, they willingly woke early on the last day to share a breakfast with me. I greatly enjoyed listening to their personal stories and experiences with representatives from other nations.

As a first-time participant in JALT, I noticed some specific details that greatly assisted those attending the conference, but also benefited the overall image of the conference. For starters, the JALT 2008 Conference Handbook was exceptionally well compiled and contained numerous pieces of pertinent information for conference attendees. Without a doubt, other PAC affiliates will greatly benefit from its example.

In addition to numerous presentations, and plenary sessions from David Graddol and Andy Kirkpatrick, the conference also offered activities which made it possible for attendees to unwind. The conference

committee organized a Halloween party on Friday evening, with a live band. On Saturday morning, for the early-riser, an hour of taichi was offered, while Saturday afternoon included a yoga break. Yes, our whole bodies participated in this conference. Finally, on Sunday morning, a fun run/walk concluded the special events.

For me though, the take-home dessert of the special events was the photographic exhibition by Michael Yamashita, a National Geographic photographer, who talked about his step-by-step picture journey retracing the steps of Marco Polo's Silk Road expedition, in order to promote the collaboration of Heinle and National Geographic in creating English language learning materials. This event was sponsored by Cengage and included an endless buffet and two hours of listening to edge-of-your-seat stories straight from the mouth of the photographer himself.

Additionally, I had the opportunity to participate in an international forum titled English as a Common Language: Embracing Diversity with representatives from other PAC partners: Helen Parcon (PALT), Nopporn Sarabol (Thai TESOL), Galina Lovtsevich (FEELTA), David Wei-yang Dai (ETA-ROC), and Tran Van Phuoc, the JALT 2008 Balsamo Asian Scholar from Vietnam. Having the chance to share a stage with elite language scholars from each country deeply inspired me as an English teacher in Korea. The striking point for me was that these PAC representatives were all true nationals from their countries while I alone was an expat transplant in Korea. However, this experience has challenged me to pursue language development with a more conscious effort in order to better understand the needs surrounding language teaching and learning in Korea.

In conclusion, I have always had a strong interest in attending the JALT conference, but until this year, had never made the jump across the body of water separating the two nations. Thank you, KOTESOL, for giving me the opportunity to wholeheartedly participate in PAC7 at JALT 2008; truly, my "teaching and learning" has increased immensely.

▲ Brian Heldenbrand at the KOTESOL booth at JALT 2008.

The Author
Brian Heldenbrand has been teaching at Jeonju University since 1994. He completed his M.A. in TESOL from St. Michael's College in Vermont (USA) and has spent many years involved with Korea TESOL. Brian enjoys listening to Christian music and observing second language acquisition in his son, Malachi, as he learns Korean. Email: brianheldenbrand@hotmail.com

'Round & About KOTESOL

• *December*

Henry Dziardziel (Seoul Chapter) has become Korea TESOL's 45th lifetime member. With experience himself in business management in Seoul, he now assists other Seoul businesses in meeting their various English needs. Henry is a longtime resident of Korea; he and David Shaffer came to Seoul on the same airplane in 1971 to begin their Peace Corps service.

Sherry Seymour (Nominations and Elections Chair) was elected Chapter President at the Daegu-Gyeongbuk Chapter's December meeting. Sherry had been serving the Chapter for the past year as Vice-President. She takes over the presidency from longtime president Dr. Steve Garrigues, who is now serving the Chapter as Vice-President. (For the full list of the new Daegu-Gyeongbuk Chapter officers, see Who's Where in KOTESOL, this issue.)

• *January*

Robert Dickey (Past President: 2001-02) has resumed his monthly ELT book reviews column at ELTNews.com, Japan's most-viewed teacher web site, after a two-year hiatus. New reviews will be appearing in his column the last week of each month.

Rafael Sabio (President, Gangwon Chapter) has published an article in *Modern English Teacher*. The January 2009 issue of MET carries the article "Online Articles," where Rafael explains how to use authentic materials to facilitate vocabulary acquisition and discourse.

Jessica Vaudreuil (Daejeon-Chungcheong Chapter) is now a mother. Her son, Jinsu Kim, was born at 4:08 p.m. on January 29th. Jessica was visiting her parents-in-law over the snowy Lunar New Year's holidays when Jinsu indicated that it was time for a trip to the hospital. Jinsu was easy to pick out in the nursery; he was the only infant with two inches of hair on his head. The 3.1 kg arrival and his mother are doing well; so is his two inches of hair.

* *February*

Adriane Moser (Gwangju-Jeonnam Chapter President) was married to Leovin Geronimo on February 23 in Seoul with an intimate ceremony at Gyeongbok Palace. The newlyweds will make their home in Gwangju.

Adriane Moser Geronimo (Gwangju-Jeonnam Chapter President) received her MA in English Language from Chonnam National University in Gwangju on February 26. The title of her thesis is *The Acquisition of Anger Metaphor by Korean Adult English Language Learners*. The thesis details how adult learners can acquire anger metaphor production skills through reading children's literature, and how to authentically measure this development. Adriane is continuing her studies as a PhD candidate at Chonnam.

[Compiled by David E. Shaffer]

**KOTESOL Seoul Chapter
Annual Conference**

Beyond Survival in ELT:
Reflecting, Adapting & Thriving

**Saturday, March 28th,
10:00 a.m. - 4:45 p.m.**
Registration opens 9:30 a.m.

Featured Speakers:
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Dr. Andrew Finch

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2009 KOTESOL National Conference

By Tim Dalby

KOTESOL's 2009 National Conference, with the theme ***Professional Development: Improving Learning by Improving Teaching***, is being proudly hosted this spring by the Daejeon-Chungcheong Chapter on Saturday, May 16, 2009, at 10:00 a.m. - 6:30 p.m.

The National Conference is provided as a complement to the International Conference held every October in Seoul. It provides a "big" conference for the first half of the year and gives conference-goers an opportunity to see a quality conference outside Seoul. The theme of the conference was chosen to reflect the pressing need for all teachers to continually keep their teaching practice up-to-date and in line with current theory and practice.

To further reflect the theme, this year the National Conference is being held at Korea National University of Education (KNUE), which is near Cheongju, just north of Daejeon. KNUE has generously offered its buildings and facilities for free, which means we have more funds available for speakers and can charge a lower entry fee. In addition, we have offered each chapter 100,000 won to arrange a shuttle bus from their local chapter area directly to the venue. All the chapter has to do is bring fifteen full-paying attendees. The cost of a round-trip journey should come somewhere in the region of 10,000 - 15,000 won - and if each local chapter adds a subsidy, it will be even cheaper! Check with your local chapter president to see what they are planning for transportation. Of course, there are trains and express buses to Jochiwon and Cheongju, respectively, and we will be providing shuttle buses to and from the conference site at the beginning and end of the day to these bus stations. Check the web site for times and details at http://www.kotesol.org/?q=2009NC. Pre-registration is open now, so be sure to take advantage of the low-priced KOTESOL membership rate!

If you come to the conference, what will you be able to see? We are very fortunate to have Dr. Thomas S.C. Farrell from Brock University in Canada as our keynote speaker. Dr Farrell is a world-renowned expert in reflective teaching practice and has co-authored a book on professional development with Dr. Jack Richards. There will be at least twenty-four concurrent presentations following lunch, including four sessions by the hugely popular IATEFL Young Learners and Teens Special Interest Group from the UK, and our very own KOTESOL Research Committee will be providing us with a strand of presentations on the tools we need to carry out effective research. Check the listing in this issue for a tentative schedule of all our other concurrent sessions, which includes all the presenters that have had their proposals accepted. We are optimistic of their participation, yet, at the time of going to press, we are still waiting for their final confirmation, so please take this schedule as indicative only. For updates as they are made, please check the web site (see above). At the end of the day, we will be able to hear from Dr. Joo-Kyung Park of Honam University, before a prize draw brings the Conference to an end.

FYI
For Your Information

Conferences provide many opportunities for KOTESOL members, including the opportunity to see world-class speakers as well as local talent speaking on topics that concern us all. Then there is the networking: seeing people you have not seen in a while. You can also find out about upcoming job opportunities and teacher training courses while perusing the latest publisher offerings and enjoying discounted rates on the latest releases. Whatever your reasons for coming, we hope you enjoy the Conference, and we look forward to seeing you and your friends and colleagues there.

The Author

Tim Dalby *is KOTESOL's 1st Vice-President and the Co-chair of the 2009 KOTESOL National Conference. Originally from Portsmouth, England, Tim has been teaching since the summer of 2000. He has taught in Korea, New Zealand, and the Czech Republic in a variety of contexts including Business English, General English, EAP, FCE, CAE, IELTS, TOEIC, and TOEFL. He has been a head teacher and a teacher trainer, and has a CELTA and an M.A. in English Language Teaching from Reading University. He currently teaches at Jeonju University. Email: tim_dalby@yahoo.co.uk*

A Quote to Ponder

"Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher."

The Courage to Teach *(1998, p. 10)*
Parker J. Palmer (writer, teacher, activist)

The 17th Korea TESOL International Conference
Pursuing Professional Excellence in ELT

October 24-25, 2009

Sookmyung Women's University, Seoul, Korea

Call for Presentations

The English Language Teaching profession is changing constantly. Every year, new ideas, new techniques, new materials, new technologies, and new research findings, not to mention new government regulations, flood the world of English language teaching and learning. To keep abreast of these changes, teachers need to be actively engaged in expanding their knowledge and their repertoire of classroom activities.

The KOTESOL 2009 International Conference is a forum for educators to share their **ideas, innovations, experience, action research, and major research findings. We invite papers** and **research reports, workshops, and poster presentations.**

Proposals may come from KOTESOL members and non-members alike. However, **all presenters must be KOTESOL members in good standing at the time of the International Conference.**

While we encourage the submission of proposals, no more than two academic proposals may be accepted from any one person.

All presenters will be expected **to pre-register for the Conference.**

The closing date for the receipt of proposals is June 30, 2009.

All proposals must be submitted via web-form.
The link to the Presentation Proposal Form is
http://www.kotesol.org/?q=IC09CallForPapers

Please direct any Conference Program-related inquiries to the Program Committee:
kotesol_program@yahoo.com

Please direct all General Inquiries concerning the Conference to:
kotesol_ic09@yahoo.com

Check the KOTESOL International Conference web site for updates:
www.kotesol.org

KOTESOL In Action

Departments

KOTESOL Teacher Training

By Joshua Davies

Since 1997, KOTESOL Teacher Training (KTT) has been serving its two-fold mission: to organize outreach events for teachers in more remote locations, and to provide high quality presenters to chapters for their monthly meetings.

After steering KTT through an exciting year of growth and many workshops, Tim Dalby stepped down as coordinator in November to take on the role of 1st Vice-President of KOTESOL. We wish him continued luck both as a presenter for KTT as well as in his new position. It is my hope that I will be able to help KTT continue the good work done under his leadership.

Leading KTT's farewell to 2008 was Aaron Jolly, presenting at the December Jeonju-North Jeolla Chapter meeting on using "Thinking Routines" in the classroom. This presentation drew on research from Harvard's Visible Thinking program, which Aaron attended over the summer.

The new year added three very experienced presenters to KTT. In January, David Deubelbeiss and Grace H. Wang joined, followed in February by Dr. Andrew Finch. David brings his experience training public school teachers as well as the knowledge he shares on his renowned teacher community site EFL Classroom (eflclassroom.ning.com). Grace comes with many years of training teachers at the graduate level and above, and Dr. Finch brings with him years of teaching, training, and a bevy of top-notch publications.

With spring fast approaching, KTT members will be participating in a number of chapter meetings and conferences in the coming months. Among these are Tory Thorkelson's workshop in Sokcho on March 14, and Grace H. Wang's workshop on task-based teaching at the Seoul Chapter Annual Conference on March 28th. David Shaffer will also be at the Seoul Conference, presenting on Reflective Language Teaching and on How to Present Research. He will also give these presentations at the National Conference, along with a workshop on Professional Development.

Special Interest Groups

Christian Teachers SIG

By Heidi Vande Voort Nam

Over the winter months, several newcomers have made their debut on the CT-SIG discussion board (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/). Members of the group have been helping one another locate churches, housing, volunteer opportunities, and job placements at Christian schools. They have also been sharing resources on spiritual development. Since Heidi Nam (CT-SIG Facilitator) has been particularly busy this winter as a student and mother, Grace Wang (CT-SIG Seoul Coordinator) has graciously taken the lead in moderating the web site and welcoming newcomers.

The CT-SIG held a social get together in Seoul on Saturday, January 31. At the meeting, we talked about holding social events in the Seoul area during each summer and winter vacation season. Those interested in meeting Christian teachers in the Seoul area may contact Grace Wang (ghwang97@gmail.com), and those interested in meeting Christian teachers in the Daejeon area may contact Virginia Hanslien (virginia18@gmail.com).

Extensive Reading SIG

By Scott Miles

The Extensive Reading SIG is planning an informal SIG meeting/dinner after the 2009 KOTESOL National Conference (7 p.m.). In this meeting, we hope to finalize our plans for the remainder of the year. Keep your eye on the ER-SIG page on the KOTESOL web site for more information. We will also soon be calling for proposals for presenters at the ER Colloquium held during the 2009 KOTESOL International Conference. This year, we are particularly interested in having a number of presentations focus on ER implementation in the Korean classroom. Look for our official call for proposals on the ER-SIG page on the KOTESOL web site.

Global Issues SIG

By Robert Snell

After a fairly prolonged absence, and a virtual cessation of all GI-SIG activity, I am attempting to bring back Global Issues as an active SIG. I know everyone is busy and have a plethora of competing interests and responsibilities. However, I would like to suggest that the Global Issues SIG is an important facet of EFL teaching and is a resource that we should all strive to keep alive and well.

A number of years ago, I was asked to help with some

curriculum design for a new program at our university. While looking through some educational information, I came across a statement that absolutely stopped me in my tracks. When designing a lesson plan, the author suggested that the teacher should move from peripheral information down to the core of the lesson. The most essential core should be "what I want my students to remember the rest of their lives." When I read that, I stopped to consider my own teaching. What was I teaching that was so significant, I would want my students to remember it for the rest of their lives? I could not think of anything. While English as a language is important (after all, it gives all of us our jobs), is there any particular grammar point or vocabulary lesson crucial to my students' lives? This caused me to begin thinking about how I could incorporate material into my lessons that would be something I thought worthwhile to remember for a lifetime. Around the same time, I received an email from a former teacher of mine, with a link to a web site called The Miniature Earth (http://www.miniature-earth.com/). This short multimedia presentation changed my outlook on education and on life. I began to see that my role as an English teacher was greater than just teaching how to speak a language. It also involved helping my students to develop a worldview, which would allow them to become more aware of what was happening in the world, to see the challenges facing the planet, and to perhaps suggest ways in which they could become actively involved in improving life around them.

As I developed an interest in global issues myself, I began looking for fellow teachers who might also share similar interests. I was directed to Kip Cates, who heads up the Global Issues in Language Education SIG in Japan's JALT organization. He in turn directed me to Jack Large, who had begun the KOTESOL Global Issues SIG. Working together we developed a web site, helped to collect money for the tsunami in Indonesia, and organized a tour for the American poet Charles Potts. In 2007, the GI-SIG worked together with the Daejeon-Chungcheong Chapter to host a Global Issues conference. We also began the publication of a newsletter. All of this brings us up to the present. I still believe that Global Issues is a useful, if not essential, aspect of language learning.

Even a casual perusal of the news will indicate that we are living in perilous times. There is much to discuss with our students and great potential for developing the GI-SIG into a strong resource for teachers in Korea. With your help, we could provide rich material for lesson planning, we could discuss issues on the forum, create lively debate in the newsletter, and even begin service-learning projects throughout Korea and abroad. But all of this will require commitment and effort from many people. I hope that we can begin to redevelop this SIG, and I look forward to hearing from those of you who would like to take an active role.

Science and Spirituality SIG

By Greg Brooks-English

A lot is happening in the field of Science and Spirituality in KOTESOL, although we are not holding official meetings or publishing. What's happening? Got TED? TED (Technology, Entertainment, Design; www.ted.com) offers free 12- to 20-minute videos on a wide range of issues, many of which feature how science and spirituality are coming together. One of my favorites is done by Jill Bolte about how the stroke she had disconnected the two lobes of her brain. Another favorite, by Jill Bolte, about (populizer of Emotional Intelligence, Social Intelligence, etc.) many talks on various issues such as compassion and community. A fun video on issues of science and spirit is http://topdocumentaryfilms.com/science-of-the-mind/

At present, I am interested in building an intentional community in the Sincheon (NW Seoul) area based on peace and nonviolent living. Anyone interested is encouraged to email Greg at ksssig@gmail.com, or phone 010-3102-4343.

Young Learners & Teens SIG

By Jake Kimball

Facebook is our new community portal, having recently been switched from our Yahoo Discussion Group web site. Please join us there to network with other members and post questions, comments, and links to relevant current events, etc. You can also upload pictures and videos. This is a great opportunity for us to be more connected.

Two exciting events of interest to YL teachers are forthcoming. The first is the Seoul Chapter Annual Conference on March 28, at Soongsil University. In addition, the KOTESOL National Conference, being held at Korea National University of Education (near Cheongju) on May 16, will feature sessions from the IATEFL Young Learner Special Interest Group. We hope to see you there.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Peter DeMarco

The BG chapter has been busy getting our house in order and putting together some great events for 2009.

Last December, Will Lingle, a recent graduate of the University of Birmingham's MA in Applied Linguistics program and teacher at Pukyong National University, presented his research findings in *The Role of*

Language in "The War on Terror": A Critical Discourse and Analysis. Will's presentation focused on systemic functional grammar and corpus linguistics, and a discussion of their valuable, real-world applications in the classroom. His presentation was well received by all.

On another note, our executive has gone through some restructuring, and we are looking to increase membership, especially Korean members. Three members of the executive attended the Leadership Retreat in Daejeon last December. It was helpful to network with the other Chapters and gain new insights into running our Chapter, not to mention getting to know other members on a more personal level.

Looking forward, we have some great KTT speakers planned for March and September as well as other great activities in the works. We also started a Facebook group, so anyone interested can stay up to date on what's happening in our Chapter.

Finally, we are encouraging all local members to attend the National and International Conferences this year.

Daegu-Gyeongbuk Chapter

By Elizabeth-Anne Kim

The Daegu-Gyeongbuk Chapter hosted two workshops this winter. In December, Steve Lamb, a native-speaking English teacher at a public school in Changnyeong City, treated the Chapter to an active workshop on the role of dialogues in the English classroom. In spite of many teachers' dislike of them, dialogs comprise such a large portion of the textbooks readily available to English teachers that it is nearly impossible to foreswear them all together. Mr. Lamb therefore reminded the attendees of the benefits of dialogs and variations of their use in the classroom, including group readings, group rewritings, teacher rewritings, and the introductions of dialogs used in popular songs.

Then in January, Boon-Joo Park, a recent PhD recipient from the University of Arizona and current Instructor at Kyungpook National University, challenged approximately 30 attendees to reconsider the ways process writing can be used in class by introducing a method of rewriting a piece without the benefit of the previous draft. Her early research results regarding this method suggest that writing revised in this way may produce greater levels of correctness as well as longer pieces with a more complex syntax.

The Chapter had no meeting during the February winter break and will resume meeting March 7th when Dion Clingwall will present "Using Drama in the English Classroom."

Gangwon Chapter

By Ralph Sabio

Gangwon Chapter looks towards a bright future in 2009. With two meeting locations, Sokcho and Wonju, Gangwon KOTESOL aims to service its members and the community with practical presentations which will contain ideas that can be easily molded to suit any EFL teacher's needs for the classroom. This year's presenters will come from a variety of institutions; they will also provide audiences with a wide variety of knowledge in EFL pedagogy such as practical listening skills, vocabulary instruction, and more!

In March, Gangwon KOTESOL will have its first meetings of 2009 - the second Saturday in Sokcho and the last Saturday in Wonju (for more information, check out the Chapter's web pages at http://www.kotesol.org/?q=Gangwon). All teachers and anyone interested in KOTESOL are welcome to attend as a person does not have to be a member to check out what KOTESOL is and what it does for EFL instruction in Korea. At the meetings, participation and interaction are encouraged; drinks and snacks will be offered.

For any further questions or if anyone is interested in presenting at one of the Chapter meetings, feel free to contact the president of this Chapter at ralphsesljunction@hotmail.com.

Gwangju-Jeonnam Chapter

By Maria Neliza Lumantao

Kudos to our Chapter President Adriane Moser! She made December an exciting month for both our members and students by holding the First Student Conference of English for Academic Purposes on December 13 at Chonnam National University. The conference created a venue for students to interact with native speakers. The presenters, who were all Adriane's students at Chonnam National University, presented on various topics concerning English as a global language and current issues. A healthy exchange of ideas about the topics after each presentation made the conference very lively and interactive. Students and KOTESOL members as well as other invited guests attended the conference. We can proudly say that it was a success, so we will surely make it a yearly event.

After the conference, we proceeded to the house of our Chapter President Adraine Moser for our Christmas Party, which was at the same time a farewell party for our Web Designer Audrey Hawkins as she was going back home. We had a wonderful party which once again strengthened the friendship and camaraderie among our members.

Our members also attended the KATE Conference on February 7, which was held at Chonnam National

University. After the conference, our officers had a dinner meeting to discuss plans for the spring conference. Our Chapter doesn't usually have meetings during the winter break, so we will have our first Chapter meeting for this year in March. We are looking forward to providing more activities that will create venues to help English teachers as well as students

Jeju Chapter

By Jamie Carson

We have had a wonderful holiday and vacation season here on the island. In December, Alexa, Darren and I came back from the Leadership Conference excited about what we could do here in Jeju! We decided to have a Christmas potluck dinner for our monthly event and some new faces came out to enjoy the holiday with us. It was a great time and we all had some good laughs together.

January is the month for vacations and mainland English camps so we decided that we would postpone the next meeting. We are looking forward to getting back to school and to promoting KOTESOL with the incoming teachers. We are getting ready to start this year's meetings with excitement and fervor for building up KOTESOL in Jeju.

Jeonju-North Jeolla Chapter

By Henri Johnson

The Jeonju-North Jeolla Chapter executive has some new faces, along with some hopes and ideas after a successful end-of-year meeting last December. We were given an informative presentation by Aaron Jolly from KTT, which was followed by dinner at an Italian restaurant, with the Chapter footing the bill.

We have had a change in our executive body. Our new staff members are Tim Dalby, who takes Leon's place as Webmaster, and Joel MacDougald, replacing Stuart Scott as Membership Coordinator. I have stayed on as President, Shawn DeLong remains our Vice-President, and Paul Bolger is Secretary once again. We are continuing our attempts to draw in new members and will set some plans in motion in the near future. See our newly refurbished web pages for details of future workshops.

I take this opportunity to wish both Stuart and Leon well and thank them sincerely for their wonderful service to KOTESOL and our Chapter over the past year.

Jeonju-North Jeolla Chapter will be fully supporting the National Conference in May, and plans are being made to organize a bus to the venue for the benefit of our members. We always welcome members and invite applications for presentations at our Chapter monthly venues.

Please contact us at northjeolla@yahoo.com if you are interested in presenting or attending one of our workshops

Seoul Chapter

By Jennifer Young

December's workshop, *Seven Styles in Every Classroom: Applying Howard Gardner's Multiple Intelligences Theory to Korean Learners* was led by Robert Kim. He explained the theory and provided participants with a variety of activities to put the theory into practice. Following the workshop, we had our annual Christmas dinner.

The February meeting was our ever-popular annual ideas-sharing workshop at which members offer tips and activities which have helped them be more effective teachers. The March Seoul Chapter Conference, *Beyond Survival in ELT: Reflecting, Adapting, and Thriving*, will be held on March 28 at Soongsil University. There will be several presentations in each of four strands: teaching in public schools, task-based learning, initiating research, and molding minds and building bridges. The Conference will be from 10 a.m. to 4:45 p.m., with lunch included. There will be no admission fee for members. Officer elections will be held at the Conference.

Several new members have been welcomed to the executive: Azamat Akbarov, Minsu Kim, and Sean O'Keefe. We look forward to working with them this year and beyond.

Suwon-Gyeonggi Chapter

By Chang Myounghwan

Our Chapter was very active, with six workshops in 2008. Our next workshop is set for the third Saturday of April, 2009. The presenter is scheduled to come from the Intensive EFL Teacher Training Institute (TTI) in Seoul. We look forward to another great year of interesting and relevant workshops.

Mijae Lee, our President, has always played an important role. Younggi Kim became our Second Vice President. John McNeil, who works at Teacher Training Institute is the chapter's new outreach coordinator.

Myoung Choi, our Outreach Coordinator, became a teacher at Anyang Girls' Commercial High School last March. Seungwook Park and Myounghwan Chang attended English training programs overseas for four weeks in January.

Please join us by visiting http://cafe.naver.com/ggkotesol.cafe, and enjoy newly updated video clips, photos, and teaching materials.   ⊕

[Compiled by Maria Pinto]

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[Compiled by David E. Shaffer]

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

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For the purpose of promoting research among our members, KOTESOL is making available the following research grants for 2009:

1. **Two research grants** of up to 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion. Applications due April 30, 2009.

2. **Five presentation grants** of 200,000 won each for academic presentations to be presented at the 2009 KOTESOL International Conference. The research papers of these presentations must be published in KOTESOL Proceedings 2009. These grants are designed to encourage new researchers and build presentation skills. Applications due March 30, 2009. Prepare now.

For further information, contact
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World Calendar

Conferences

Mar. 21-24, 2009. AAAL 2009 Annual Conference: "The Relevance of Applied Linguistics to the Real World." Denver, Colorada, USA. Web: http://www.aaal.org/aaal2009/

Mar. 26-28, 2009. The 43rd Annual TESOL Convention and Exhibit: "Uncharted Mountains, Forging New Pathways." Denver, Colorado, USA. Web: http://www.tesol.org/s_tesol/convention2009

Mar. 31-Apr. 4, 2009. The 43rd Annual International IATEFL Conference and Exhibition, Cardiff, Wales, UK. Web: http://www.iatefl.org/content/conferences/2009/index.php

Apr. 6-8, 2009. The Second International Conference of English as a Lingua Franca. University of Southampton, Highfield, Southampton, UK. Web: http://www.southampton.ac.uk/ml/research/elf.html

Apr. 11, 2009. The 3rd Conference on College English: "Opportunities and Challenges for Teaching and Learning." National Chengchi University, Taipei, Taiwan.

Apr. 16-18, 2009. 2009 International Conference on Applied Linguistics and Language Teaching: "TESL, TCSL, Interpretation and Translation." National Taiwan University of Science & Technology, Taipei, Taiwan. Web: http://ms.ntcb.edu.tw/~afl2/modules/tadnews/index.php?nsn=449

Apr. 28-30, 2009. The 6th Malaysia Intern'l Conference on Languages, Literatures, and Cultures: "Languages, Literatures, and Cultures: Universals, Distinctions and Cross-disciplinary Perspectives." Putrajaya, Malaysia. Web: http://www.fbmk.upm.edu.my/~micollac/

Apr. 22-24, 2009. ELT-Con 2009 PELLTA's 4th International English Language and Literature: "Matters: New Ways of Looking at English Language Teaching and Learning." Bayview Hotel, Penang, Malaysia. Web: http://pellta.tripod.com/

May 2, 2009. 2009 International Conference on English Learning and Teaching: "Teaching and Learning English in Context: Language, Literature,

Culture." Chinese Culture University, Yangmingshan, Taipei, Taiwan. Web: http://www2.pccu.edu.tw/eng_conf/indexen.html

May 16-17, 2009. The 26th Conference of English Teaching and Learning in the R.O.C.: "Holistic Approaches to English Teaching and Learning." National Tsing Hua University, Hsinchu, Taiwan. Email: cyuchen@mx.nthu.edu.tw

May 28-30, 2009. The 6th International Conference on Language Teacher Education: "Preparing Language Teachers for the 21st Century." George Washington University, Washington, DC, USA. Web: http://nclrc.org/lte2009/

Jun. 11-13, 2009. MELTA 2009: The 18th International Conference: "Aligning Teaching and Learning: Effective Methodologies in English Language Education." Puteri Pacific Hotel, Johor Bahru, Johor, Malaysia. Web: http://www.melta.org.my/conference_2009/

Jun. 22 - Jul. 17, 2009. The 3rd International Summer Institute in Applied Linguistics. Penn State University, State College, PA, USA.

Jun. 23-25, 2009. The 8th International Language & Development Conference Dhakar, Bangladesh. Web: http://www.langdevconference-bd.org/

Jul. 4-5, 2009. Japanese Society for Language Sciences 11th Annual International Conference. Tokyo Denki University, Hatoyama Campus, Saitana, Japan. Web: http://aimee.gsid.nagoya-u.ac.jp/jsls2009/wiki.cgi?page=JSLS2009English

Aug. 3-12, 2009. The 60th Workshop for Asian-Pacific Teachers of English. The Center for Asia-Pacific Exchange, University of Hawaii at Manoa, USA. Web: http://www.cape.edu/programs/teachers/index.html

Aug. 7-9, 2009. The 7th Asia TEFL International Conference: "Creativity and Collaboration in English Language Teaching in Asia." Bangkok, Thailand.

Aug. 7-9, 2009. The 4th International and 40th Annual ELTAI Conference: "Managing Mixed-Ability Classes." English Language Teachers Association of India, Chennai, Tamil Nadu, India. Web: http://www.eltai.org/

Sep. 4-6, 2009. 2009 JACET 48th Convention: "College English Curriculum Innovation in the "New" Age of International Exchange." Hokkai-Gakuen University, Sapporo, Hokkaido, Japan. Web: http://www.jacet.org/

Sep. 13-16, 2009. TBLT 2009: The 3rd Biennial

International Conference on Task-Based Language Teaching: "Tasks: Context, Purpose and Use." Lancaster, UK. Web: http://www.lancs.ac.uk/fass / events/tblt2009/

Nov. 26-28, 2009. The 14th English in South East Asia (ESEA) Conference: "English Changing: Implications for Policy, Teaching, and Research." Ateneo de Manila University, Philippines. Web: http://www.ateneo.edu/index.php?p=2487

Dec. 8-11, 2009. GLoCALL 2009 Conference: "Globalization and Localization in Computer-

Assisted Language Learning." Lotus Hotel Pang Suan Kaew, Chiang Mai, Thailand. Web: http://glocall.org/

Submissions

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

[Compiled by Maria Pinto, Kara MacDonald, and David Shaffer.]

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