THE ENGLISH CONNECTION

The Ideal English Teacher and the Native Speaker Commodity

By Barry Kavanagh

It has arguably become more difficult to define what is meant by the term *native speaker*. Medgyes (1999) calls it "a hornet's nest, fraught with ideological, sociopolitical, and stinging existential implications" (p. 9). This article examines who a native speaker is, but also explores the role of the native speaker and how perceptions influence the ELT profession and practice.

Defining the "Native Speaker"

Davies (2003) offers a list of characteristics that can be attributed to the native speaker. These include: (a) They are born in an English-speaking country. (b) The language is acquired in childhood in an English-speaking

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What's Inside?

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Roaring into the New Year

The New Year has started with a roar for KOTESOL. We began with the annual Leadership Retreat in Daejeon. This was the largest gathering of the leadership of KOTESOL at both the National and Chapter levels in a long time for KOTESOL. On a very cold and blustery winter weekend in January, it was very heartening to see the large attendance and a significant number of new people taking on leadership roles. The new leadership was not only on the Chapter level, but on the National level as well. The attendees were both young and energetic, and comprised of a large number of Koreans. I believe this bodes well for the organization and reflects the increased diversity of membership. The future of our organization is in capable hands.

Robert "Bob" Capriles
Korea TESOL President

President's Message

This is a year of more changes for KOTESOL. Some of which have already been instated, but others are still being addressed as the objectives are not yet completed. Take a moment to view our new website at koreatesol.org to see what is available, as it has a whole new look and many new features for everyone. Bryan Stoakley, Chris Surridge, and John Philips should be congratulated for all of their hard work. The process of becoming a KOTESOL member has been made easier and now allows for it to be done in either English or Korean. Also, please remember to go to the website to update your information so that you continue to get TEC and other notices.

The National Council now has a Policies and Procedures Manual that was approved to guide us in our day-to-day management of the organization that will be passed on to future Council members.

This spring we hope to publish an issue of the *Korea TESOL Journal* and work towards attaining accreditation from the appropriate government agencies. This will give our members and other members of academia a quality place to publish their work. Everyone is encouraged to contact the publications chair with any submissions they may have.

The 1st Vice-President, Dr. Mijae Lee, will be hosting a meeting of Chapter Presidents in the spring to assist them in managing their chapters; sharing new ideas; and working closer with the National leadership. We have added a new chapter, Yongin-Gyeonggi, and are looking forward to great things from them in the future.

Later this year, we aim to have the membership card machine available and each member will be given a permanent membership card with many new and exciting benefits along with it. I will keep you up to date on this progress.

I want to encourage everyone to participate in KOTESOL and to continue to communicate with me and the other leaders of KOTESOL with any ideas, thoughts, or suggestions that you may have. Thank you and have a great year in 2011.

2011: The Year of the Rabbit

The characteristics of this year's oriental zodiac sign, the *Rabbit*, reflects quite well the nature of this issue of TEC, since the year of the *Rabbit*, is known to be the year of unexpected changes and new directions. This issue addresses developments in KOTESOL, growing in different directions as teachers and looking at teaching in a new way - the postmethods era. It seems as if every EFL organization needs a *Rabbit* year to maintain on-going professional growth for the members that it serves.

Look at What's Inside

- The *Cover Feature*, by **Barry Kavanagh**, addresses the topic of the *native speaker*, and in turn, examines the NNEST, advocating that attitudes need to change to offer opportunity to competent teachers regardless of nationality or heritage.
- In *Featured Focus*, **Christopher Jay** and **Michael Griffin** explore the role of humor in the classroom as a means to model language, highlight grammar, and increase motivation.
- In *Featurette*, **Emma Taylor** offers a creative activity for building fluency, vocabulary, and communicative ability via students dubbing their favorite Korean media clips.
- **Julien McNulty**, in the *Conference Column*, provides an overview of this coming autumn's distinguished plenary speakers; Stephen Krashen, B. Kumaravadivelu, and Keith Folse.
- **Christian Shin** contributes to *NNEST Voices*, addressing the issues on NESTs and NNESTs teaching side by side.
- **Jeong-ryeol Kim** presents an overview of research done on extensive reading in the Korean context, demonstrating its effectiveness in *Extensive Reading*.
- In *Classroom Close-Up*, **Jung-Yeun So** examines the unique nature of middle school classrooms and the changing role of discipline in Korean schools.
- **Daniel Craig**, in *Web Wheres*, provides several question-and-answer websites and effective ways to use them in the classroom.
- In *Materials Design*, **Andrew Finch** illustrates how games can be used to practice a variety of language skills.
- **Michael Griffin** and **Manpal Sahota** tackle the issues surrounding team teaching and offer ways to build an effective teaching relationship in *Training Notes*.

- **Chris Raymond** describes form-focused instruction as part of the CLT classroom as a means for students to better acquire grammar forms and use them correctly in *Grammar Glammar*.
- **David Shaffer** continues with the exploration of English, describing the hows and whys of Middle English in *Word Whys*.

- In *Teachniques*, **Jennifer Booker Young** offers alternative and creative ways to using short stories in the classroom to engage students' use of multiple skills.
- In *Professional Development*, **Tom Farrell** discusses how teachers can help each other reflect through mentorship, team teaching, and peer coaching.
- *Membership Spotlight* highlights **Peadar Callaghan**'s growing involvement in KOTESOL and his energetic and eclectic teaching approach.
- **Dominick Inglese** provides information on how to maintain an affordable website along with creative ways to incorporate it into classroom teaching in *FYI*.
- **Kara MacDonald** reviews *Beyond Methods: Macrostrategies for Language Teaching*, by B. Kumaravadivelu, providing insightful ways to approach teaching in the postmethods era.
- **Aaron Jolly** provides a recap of the Leadership Retreat in Daejeon.
- In *Young Learners*, **Jake Kimball** deals with the the constderations involved in planning lessons for children.

The Year of the Rabbit offers many opportunities for growth and development for KOTESOL, utilizing the strengths of the organization's diversity.

environment. (c) Their first language is English. (d) They have intuition for the language. (e) They are able to produce fluent spontaneous discourse. (f) They are able to write and use the language creatively. (g) They have a native-like proficiency in the language. These criteria seem rather inconsistent - ranging from birth in a particular country to "intuition," and inevitably, they have attracted criticism. Being born into a particular group does not mean that you can speak the language well. Often, the native-speaker concept assumes that nationality and ethnicity are the same as language ability and language allegiance. How about accomplished users of the language who do not fall under the umbrella of "native speaker"? If a child becomes bilingual as a result of multilingual parents is the child therefore a native speaker of two languages?

The non-native English speaker may be the better-qualified teacher.

Native vs. Non-Native Debate

Within the literature, a number of arguments have been put forward as to the validity of the non-native English-speaking teacher (NNEST) within the classroom. NNESTs can make comparisons between the grammar of the target language and the mother tongue, and therefore help students with such structures. It may be frowned upon in some circles, but non-native speakers can translate to explain the difference between expressions such as *although* and *in spite of* or words that perform functions rather than carry meaning. The NNEST may in fact be the better-qualified teacher because they themselves have gone through the process of learning a language and therefore relate to their learners' needs. Widdowson (1996) supports this notion when he suggests that:

> Teachers who come from the same community as their learners . . . are therefore naturally in a better position to construct the relevant classroom contexts and make the learning process real than are teachers coming from a different linguistic and cultural background - for example, those from an English-speaking community. In this sense, autonomy is dependent on non-native-speaker authority. (p. 68)

The NNEST can act as a role model for the students who will see their non-native teacher as an example of a success story in the language. While there are benefits with the native speaker, notably, more familiarity with semantics, idioms, and slang expressions, the non-native teacher can be a better guide and direct their students to learning strategies that they themselves used as a language learner.

Medges (1999) discusses the negative side of being a NNEST, including having "relatively scant information about the cultures of English-speaking countries and their less reliable knowledge of the language" (p. 30). This is said to result in an inferiority complex as NNESTs are aware that they are both learners and teachers of the same subject. He states that NNESTs and native English-speaking teachers (NESTs) are essentially two different species and lists four hypotheses.

First, they differ with regard to language proficiency: Medges states, "To achieve native-like proficiency is wishful thinking" (p. 31). NNESTs are fully aware of such shortcomings, but does that affect their teaching ability? Medges found in a survey that most NNESTs were not hampered by their language difficulties when in the classroom; in fact, the more qualified they were, the more comfortable they felt.

Second, they differ with respect to teaching behavior. Sheorey (1986) found that NNESTs are harsher than their NEST counterparts in their appraisal of student errors. He even goes as far as to suggest that NESTs are not providing their students with accurate models as they are willing to let errors go by uncorrected.

Third, as a result of their language discrepancy, differences can be found in their teaching behavior. From results of an international survey among 216 NESTs and NNESTs from 10 different countries, Reves and Medges (1994) found that NESTs and NNESTs differed in terms of their teaching practice and behavior with respect to their differences in proficiency in areas such as vocabulary, fluency, pronunciation, and spelling.

Fourth, NNESTs can be equally good and competent teachers in their own terms. Medges (1992) argues, "The concept of 'the ideal teacher' is not one reserved for either category" (p. 348). Concepts such as the NNEST and NEST are not meant to be indistinguishable he continues, nor should they be. He suggests that they should work together, side by side, advocating team teaching. For Medges, the ideal teacher can fall into two categories. (a) The ideal NEST is a person who has achieved a high level of ability in their student's mother tongue. (b) The ideal NNEST is a person who has near native-like proficiency in the language.

The Study

Students and teachers from branches of a chain of a popular English conversation language school across the North East of Japan were polled in a questionnaire. The students' proficiency levels ranged from beginner to advanced, and the teachers surveyed had a history of employment at their respective schools from six months to seven years.

The questionnaires were distributed by the author

personally to branches. A total of 120 completed questionnaires were collected (60 NEST teachers; 60 EFL students). The questionnaires posted the same questions to both students and teachers with the exception of questions that were teacher or student specific. Follow up interviews were then conducted with further open-ended discussion on the perceived importance and significance attached to the native speaker within the ELT profession in Japan. These interviews were conducted with all respondents; students and teachers were interviewed separately. The poll and follow up interviews aimed to examine some of the issues relevant to the arguments discussed above.

The Native Speaker as a Proficient Model

The results below show what teachers thought would be problematic for them within the classroom after their initial three-day teacher training (most NEST teachers are new to teaching with no experience but must be native speakers to qualify). The results showed that grammar knowledge was the category that most teachers put down as worrisome. This was followed by "language use" that related to the teachers' concern of not adjusting their language to a level that the student can understand. The application of grammar and how to teach it (via role plays, drills) was of equal importance. How to explain vocabulary items was also listed as a concern.
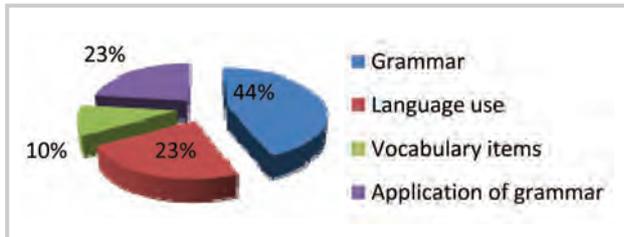
Figure 1. Teacher concerns

As Phillipson (1992) points out, "The untrained or unqualified native speaker is, in fact, potentially a menace because of ignorance of the structure of the mother tongue" (p. 14).

Within the study, 40 of the 60 student respondents agreed that native speakers have a good command of English grammar. The 20 students who suggested otherwise doubted their teacher's ability to explain grammar competently enough to students. This ties in with the questionnaire administered to teachers, which stated the idea that some native speaker English teachers at this chain of schools who have no official teaching qualifications may not have declarative grammar knowledge or the ability to state the exact rules. In the question that asked the teachers "Did you know how to explain the rules of grammar or were you aware of grammatical terminology before you worked here," 44 teachers responded "no." This was given further weight with 58 of the teacher respondents admitting that they had trouble explaining grammar during their classes. This was emphasized with the

responses of 32 teachers who felt that the students had a firmer grasp of grammar than themselves (Japanese students study English grammar rigorously for six years). It can be argued, however, that native speakers have better procedural knowledge of grammar, which enables them to subconsciously apply the rules of grammar in communication.

The validity of native speakers as being the proficient model and the ideal English teacher is questioned with the results here, which lead us to the questions: Who is better - the native or the non-native English-speaking teacher? Does the answer differ depending on whether you are the student or teacher?

Who Is Better?

All student responses to the question "Who is better - the native or the non-native English teacher?" indicated a preference for the native English-speaking instructor of English. However some were reluctant in this choice with many saying that the perfect native speaker would be better if they could understand the students' mother tongue.

In response to the issue of the "native speaker" being relevant to the ELT classroom and profession, the majority of teachers stated that cultural reasons were not a priority (only 23% of the responses suggested otherwise), which relates to the Phillipson (1992) point that culture plays an irrelevant part. The biggest reason given for their relevancy was "realism." Teachers spoke of the realistic environment, in the areas of pronunciation, grammar, intonation and idioms that students could immerse themselves in. Intuition of the language that native speakers have was also spoken of as an issue of relevance. Figure 2 illustrates these findings.
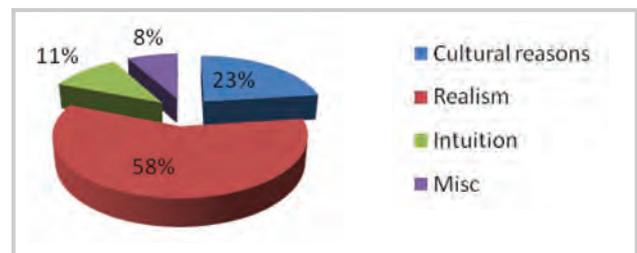
Figure 2. Native speaker relevance

Many NESTS commented that with lower-level ability students, being a native speaker was not a priority, but with more-advanced learners, the native speaker teacher became more relevant, especially with regards to idioms and specific language areas such as business and politics.

Figure 3 illustrates findings to the question: If a person is a native speaker, they can teach English. Do you agree?

There is quite a disparity between the opinions of teachers and students, with students clearly agreeing in

the majority. This notion was given more weight with the following question: Should all English teachers be native speakers?
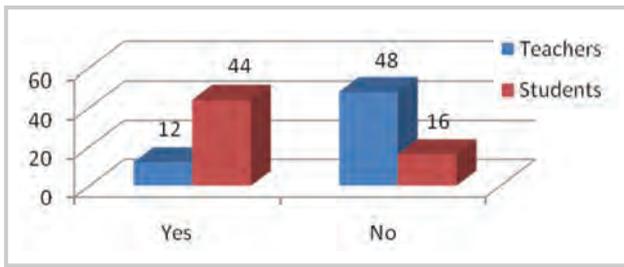
Figure 3. Native speaker can teach English?
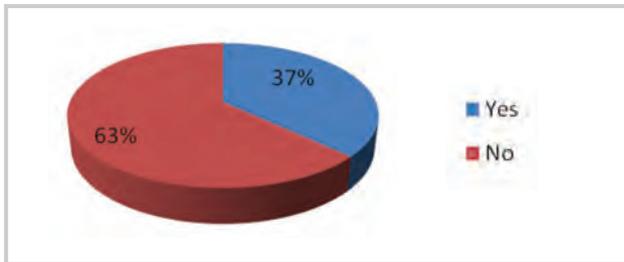
Figure 4. Teacher responses: Should all English teachers be native speakers?

Less than half (37%) of the teachers replied "yes." Reasons given ranged from "they have a better intuition of the language and how it works" to "a better understanding of the use and employment of the language," citing sociolinguistic considerations of appropriate language in accordance with a variety of situations. The majority that replied "no" (63%), stated that qualified non-native teachers can do an equally adequate job as their native-speaker peers.
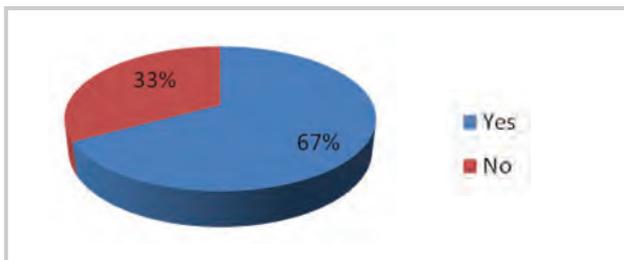
Figure 5. Student responses: Should all English teachers be native speakers?

Over half of the student respondents (67%) who agreed that all English teachers should be native speakers suggested that through the intuition of the native instructor they can learn how "to speak naturally." None of the respondents stated, however, that native speakers are necessarily more proficient at grammar, nor are they better for learning about a foreign culture. The student respondents who disagreed put forward the idea that although non-native teachers may be able to identify and sympathize with the problems students have with learning the language, this is especially true of Japanese teachers.

So, is the native speaker relevant to ELT classroom?

From the results of the poll, it would seem that the answer is dependent upon whom you ask. The concept of the native speaker teaching English is seen as prestigious in Japan, with many students indicating that their Japanese English teacher was not good enough and that the classes were boring and heavily based on grammar, with little or no oral interaction. This may go a long way toward explaining their answers.

For students new to English, is it more beneficial for them to have a native or non-native English teacher? This issue was presented to the teachers and students. The question was: Should beginner students have Japanese English teachers?
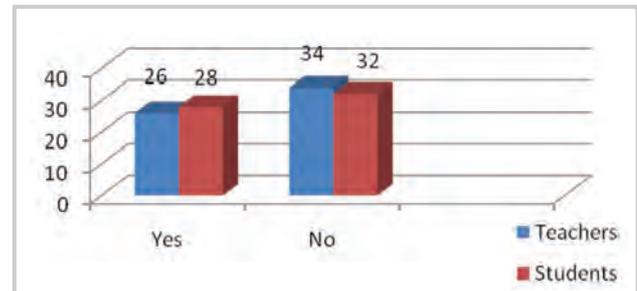
Figure 6. Beginner students need Japanese NNESTs

Here opinions were divided equally between both teachers and students with the majority of students who said "yes" indicating that "grammar and new vocabulary can be explained quickly and easily without wasting time." They also stated that beginner students need guidance and that translation can aid in their learning process. Those that said "no" felt that "a native speaker can give us a model of good pronunciation and intonation" and that if a student wants to learn another language, it is better to learn it from a native speaker regardless of their level.

For lower levels, the findings seem to duplicate those of Medgyes (1999), who suggests that non-native teachers of English are better from a student perspective. Teachers, however, were equally divided, with some instructors suggesting that when learning a language from its grassroots, a native speaker is better for pronunciation and intonation and that full immersion is the key to success. Those that supported non-native speakers agreed that for student confidence, a non-native teacher could provide grammar and vocabulary explanations, and better understand the process of language learning.

The Japanese "Eikaiwa" and the Native Speaker

Regardless of whether NNESTs or NESTs make better teachers, the packaging may be the most important aspect. Medgyes (1999) states that NESTs are better "public relations items" and have a better business draw. The conversation school within this study only employs native speaker teachers and promotes this fact through its advertising campaigns. In an attempt to

examine whether or not this influenced students in joining the school, they were asked the following question: This English school promotes the fact that it only has NESTs. (Other schools do not) Did this make you join this school?
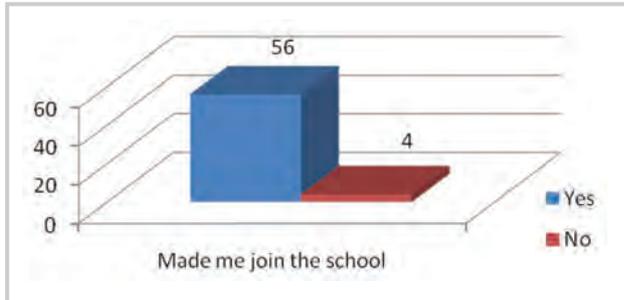
Figure 7. NESTs' presence made me join the school

The responses clearly show a huge majority from the 60 polled students supporting the notion that the exclusive presence of only native speakers made them join the school. This majority consensus perhaps gives good reason for the profession to hire only native speakers. The school within this study clearly exploits this perceived demand in the market. Japan is one of the largest markets in the world for the "English" industry, and there is an obvious preference for native speakers within the industry. Commercials and advertisements typically display young, good-looking, white, native English speakers supposedly hailing from America. The influence of America and the ELT industry can be witnessed through the variety of textbooks and accompanying CDs that are invariably filled with American or British English expressions and accents. Often, Japanese college students favor American English rather than other native or non-native varieties. The students within this study were asked which nationality they preferred as their English language teacher; results overwhelmingly favored America.
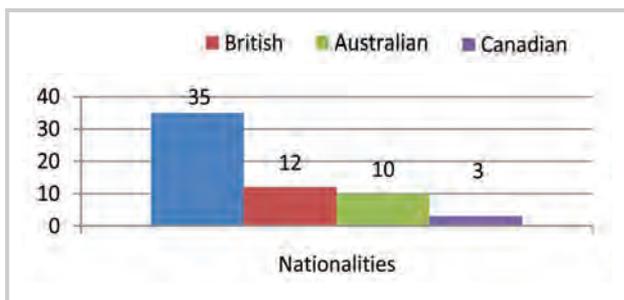
Figure 8. Teacher nationalities

Reasons cited for this preference were the proliferation of American drama and movies that have saturated the Japanese film and DVD markets. These results are perhaps not surprising considering that language testing is dominated by different types of American exams such as the TOEIC test.

ELT Practice and Profession

It can be suggested from the job listings seen within the language teaching profession that being classified as a native speaker is the key to status, to expanded job opportunities, and to higher pay. This can perhaps reflect the controversy that the native speaker and its "prestige" have attracted within the ELT world. Most schools advertise for and hire only native speakers. Ideological and political implications are relevant here. Would an English conversation school such as the one within this study employ someone from what Kachru (1992) labels the outer circle of countries such as India or Singapore, where English was transplanted or imported, where it is used as a second language, and where the "native speakers" are speakers of that variety of English? Would they be accepted by students?

Regardless of the qualifications that NNESTs have, unqualified language-institution administrators in countries like Japan prefer to hire unqualified NESTs. Many NESTs employed in Japan are untrained to teach and consequently know very little about teaching the language. This does not mean, however, that some of these teachers who stay on in Japan and build successful teaching careers are inadequate as language instructors.

The non-native English-speaking teacher clearly has a role to play.

What is the fate of the non-native speaker? Medgyes (1999) expresses hope for the future when he states, "It appears that the glory attached to the NEST has faded and the number of ELT experts who contend that the 'ideal' teacher is no longer a category reserved for NEST's is on the increase" (p. 72). Within Japan, a number of conversation schools with NNEST-only instructors have been operating in the Tokyo area and the idea of hiring NNESTs is no longer a radical one in Japan. It remains to be seen if such success stories will develop further across Japan and penetrate the commercial ELT market. Attitudes will need to change with the social prestige of the native speaker replaced with the quest for competence and proficiency of teachers, regardless of their nationality.

Conclusion

Responses within the research highlighted diverse opinions between the students and teachers, with the former supporting the notion of the native speaker as the ideal proprietor and proficient teacher of the language. This, it has been argued, has both ideological and political implications for the ELT industry as a whole and for the NNEST. If the NEST is seen as having a better business draw, and it is the NEST whom the students themselves turn to for language tuition, this would imply an uphill battle for the qualified NNEST. ELT is not a natural gift of native

speakers but a profession that requires due training and efficiency, and this is what the industry should focus on if it is to promote good language teaching. The NEST can no longer claim ownership of the language. So, should we therefore look to be teaching English as an international language?

Quirk (1990) may argue for a single standard English (American or British English) to be promoted the world over, but Kachru (1992) argues that "the native speaker is not always a valid yardstick for the global uses of English" (p. 358) and highlights non-natives' proficiency in the light of bilingualism, multilingualism, and the existence of global English

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Quirk: "The native speaker is not always a valid yardstick for the global uses of English"

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throughout the world. Graddol (2006) states that traditionally native speakers have been thought of as the standard for the best teachers but argues they now may be seen as an obstacle to the free development of global English.

If English belongs to the world, which leads us to the concept of "world 'Englishes," then surely students need to be exposed to not only the English spoken as the first language of most notably the UK and America but to the variety of "Englishes," which would help to nurture genuine international minds. The NNEST, therefore, clearly has a role to play, and by increasing

the status and prestige of the NNEST, the ELT profession can be strengthened overall.

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A Quote to Ponder

Learners must no longer sit there and expect to be taught; teachers must no longer stand up there teaching all the time. Teachers have to learn to let go, and learners have to learn to take hold.

Brian Page

Letting Go - Taking Hold: A Guide to Independent Language Learning by Teachers for Teachers

(1992, p. 84)

Dubbing: A Multi-skill Activity

By Emma Taylor

Korean students are tech-savvy, and their world of IT gadgets often contrasts with the language classroom they enter. Their low-tech classrooms can seem unexciting and un-motivating for students accustomed to HD video, synchronous video-game interaction, and more. Bringing technological elements into their classrooms can increase motivation, interaction, and language learning.

Video-dubbing has been a fun tool for me to provide a rich source of multi-skill activities for students learning the target language - not only English, but any target language (TL).

Students in groups of two to four choose a five- to eight-minute clip of a movie or TV program produced in the TL. I teach Farsi to English speakers in the USA, and some popular video sources for my students have been the TV programs *Frazier* and *Monty Python*. Each member of the group translates their character's/actor's part from the source language (SL, in this case English) into the TL (in this case Farsi). The students receive the help of an instructor to obtain the appropriate jargon and topic-specific phrases to produce the high-level colloquial discourse that reflects the socio-linguistic elements of the SL, as well as to acquire this vocabulary and terminology for their own use of the TL.

It should be noted that in my classroom the SL is English, but the SL could be Korean, Japanese, or any language, and the TL could then be English. The important point is that the video clip is in the students' L1, not the TL, as the students understand the meaning behind the lexical choices, jargon, and tone of voice of their L1. These subtleties are not always comprehensible to students in the TL, so this activity raises awareness of the subtleties in their L1 with their task being to translate and produce an identical meaning in the TL, in addition to building fluency and listening comprehension.

Next, the students practice reading their translated excerpts fluently with their team members as a role play and in isolated individual practice to correctly reproduce intonation and stress patterns. The focus of this stage was not rote memorization of their assigned lines but to acquire a basic and critical understanding of what is read consistent with culturally appropriate verbal and nonverbal emotions, expressions, intonation, setting, and plot. Suprasegmental elements and non-verbal gestures relay a significant amount of meaning to what is said. As a result, the role of the instructor to teach cultural and socio-linguistic content relevant to the context. This is something often overlooked in many language classes as the focus is on test preparation. Skills to be a socially competent speaker are often not seen as fundamental, though these are necessary when using the language in the real world.

Students then use editing software to dub their selected video clip and practice their role-plays to perfect mouth-synch with the video excerpt. This translation stage and speaking role

Featurette

practice exposes them to the culture, colloquial expressions, grammar, and the importance of appropriate vocabulary; and the active practice stage exposes them to the role of pronunciation and tone of voice, which could be lost in ineffective translation.

Finally, students perform their video-clip segments by either (a) playing the video without sound or acting out the dialogue in class or (b) pre-recording their group's recording of the dialogue, with the recording played in class along with the video clip. Both options provide numerous laughs and promote a great sense of self-esteem for students. Students unfamiliar with recording software can get help from fellow students, but the majority are savvy with such software.

Responses to a questionnaire used for feedback on the dubbing activity over the past four years show that more than two thirds of all students found dubbing to be a motivating and fun way to learn the TL. In fact, most students felt repetition and the speed required for synchronization helped them to listen and respond better to natural speech and assisted their attempt to produce timely conversational responses and naturalistic speech fluency. Instructors as well found it rewarding to see students' enjoyment and language engagement.

The Author

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Humor in the EFL Classroom

By Christopher Jay & Michael Griffin

When asked about the most desirable attributes in teachers, students often place humor at or near the top of the list. Unfortunately, humor is frequently overlooked by teachers, teacher-trainers, and administrators. As a result, we may be missing an opportunity to enhance learning. In this article, we explain why humor is effective, share some ways that we use and have used humor, and note what to be aware of when using humor.

Humor is an extremely important part of building rapport. Humor is not mystical nor is it magical. Using humor effectively in class can be viewed as any other classroom skill. Its use can be practiced and improved upon, and it is not limited to only those teachers who have a natural knack for cracking jokes. All teachers can incorporate humor into their classes in one form or another. However, it can be seen in some ways as a double-edged sword: it can be beneficial, but there is a potential for harm, and thus, it needs to be used with care. We have identified what we believe are some important reasons teachers might want to employ humor.

> ## Humor is teacher-fronted instruction, but places the ultimate focus on learners.

Reasons for Using Humor

Part of creating a positive atmosphere is freeing students to use humor to express themselves in English. This freedom can manifest itself in students being more active in class and becoming less fearful of making mistakes. Humor lowers the affective filter, decreasing anxiety and increasing potential for students to participate.

English is often seen as a subject and not as a means of communication. So, humor is a great way to combat this and remind students that English is, in fact, for communication. Thus, a quick joke in English that makes a classmate or teacher smile or laugh directly demonstrates to a student that language is a tool for communication. The positive feeling of successfully telling a joke in a second language can remain with students to help improve and maintain their confidence.

Jokes and humor can also be memorable in the sense that they will help make language points stick out more in students' minds. For example, when asked if he got "a hair cut," Michael often uses the joke response, "No, I got them all cut." This joke, although admittedly not hilarious, highlights the fact that hair is often used as a collective noun and that while we can separate hair into individual hairs the meaning might be different. It may also highlight the difference in meaning that word stress can play. In this case, the joke is much more fun and memorable than a lengthy grammatical or phonological explanation. In this way, the teacher can use jokes to serve student learning and make the whole process more enjoyable for everyone.

> ## Featured Focus

Different Approaches

Michael has had success with wordplay in his classroom. Translating Korean jokes and idioms into English is a good source of fun and matches well with the idea of English as an international language. Students will also almost certainly appreciate such efforts from the teacher. Michael enjoys using word plays like "dragon money" (*yong-don*) when talking about an allowance, and "lucky day" when talking about "*bok-nal*," one of the hottest days of summer. Mistranslations like these surely fit into the realm of safe jokes and are also indicators that the teacher has an awareness of Korean language and culture.

Chris takes a different approach and occasionally asks students to find a joke for homework. Students are asked to find a joke that they like and, importantly, understand. It is quite important to tell students to avoid potentially taboo subjects like politics and religion. Students then tell their joke to their partner, group, or class. This has worked well as a warm up, during the middle, and towards the end of class. A nice extension can be to have students discuss the jokes in groups. It also naturally raises cultural differences and similarities in humor and jokes, which classes find interesting. Students respond really well and feedback suggests that they find the whole process rewarding and very refreshing.

"Bring me the winner then!" was the customer's response to a waiter who was explaining that the single-clawed lobster he had just served must have been in a fight. Michael has tried to use jokes like this to help familiarize students with American culture and

humor. At the end of a unit related to food and dining out, he introduced students to "waiter jokes." Through searching on the internet and adapting jokes from *Lessons with Laughter* (see below), Michael created a worksheet with both typical and surprising jokes related to restaurants. Students were asked to match the jokes to the punch lines. Feedback on this activity was very positive, and Michael's students mentioned that learning the jokes was a very memorable experience. Some students mentioned that the matching activity felt like a puzzle and was a fun and safe way to learn the jokes. Others mentioned that the jokes were a nice way to connect with American culture.

There is great potential for the use of humor in EFL classes in Korea.

Points to Consider

We strongly encourage teachers to use humor in class, but we think that there are some points to consider when doing so. One very simple but important tip for the use of humor in class is "Don' t try too hard." If the teacher jokes around too much or tries to force the issue, students might resent this. Students are clever enough to realize if the teacher is focusing on humor more than teaching. We think it is best to use humor as an addition, and avoid focusing your whole teaching on it. Students are likely to notice if teachers are "one-trick ponies" and are only bringing one thing to the classroom. Our recommendation is to use humor to augment teaching, rather than to replace sound planning and implementation of lessons. We are not

suggesting that teachers should view themselves as *edutainers* but are simply saying that humor is a useful tool that could be considered more often for the positive reasons discussed.

Sarcasm might be part of western teachers' cultural identities and practices, but there are potential pitfalls to using it in EFL classrooms in Korea. For example, Korean students may not take sarcastic jibes about being tardy or absent as well as students in the West. We feel that sarcasm is a brand of humor that teachers should consider carefully before employing it in their classes.

Another potential problem with humor is that it can occasionally act as an isolator. If nearly everyone in the room is laughing and one student doesn't get the joke, they might feel left out and uncomfortable. Teachers should be aware of this and to try to create an authentic and free atmosphere where such things won't be a source of resentment or hurt feelings.

Additionally, jokes about individual students and private humor, or "in-jokes," are probably best avoided. The short-term gain of a quick laugh is often outweighed by the hurt feelings that such actions by the teacher can engender. We encourage teachers to use humor in class but remain cognizant of factors we have mentioned.

In Conclusion

We think that whatever the approach, there is great potential for the use of humor in EFL classes in Korea. Exactly how humor works in the language classroom is vastly unexplored. However, what is clear is that humor, particularly in the Korean EFL context, is a topic that warrants research and deeper consideration. Some online resources to use humor in class are: (a) http://www.amazon.co.uk/Lessons-Laughter-Photocopiable-DifferentInstant/dp/1899396357, (b) http://iteslj.org/c/jokes.html, (c) http://www .teacherjoe.us/Jokes.html.

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Michael Griffin started teaching in the Graduate School of International Studies at Chung-Ang University in September 2010. As a teacher and teacher educator, Mike is a strong believer in the power of affect in the language classroom. In over 10 years and more than 15 positions in ELT, Mike has been known to crack a joke or two. Email: michaelegriffin@gmail.com

Discipline & Middle Schools

By Jung-Yeun So

In the midst of experiencing many biological and social changes, middle school students wander, seeking to manage their increasing responsibilities and determine what they want for the future. And as a middle school English teacher, I sometimes feel very drawn on how to treat them; as if they are children, on a short lease, or mature young adults, with more freedom and independence. Yet I believe they still need close guidance to ensure their learning and development. They are just at their period of puberty, and as such, are not yet ready for all the responsibility that goes with more independence. For example, I need 5-10 minutes to get the students to focus on beginning the lesson. If they possessed sufficient maturity and respect, they would quickly ready themselves to begin studying as soon as I entered the room and greeted them.

Yet, for middle school students, learning English is not that important, except to get a good grade on their midterm and final examinations. English is just another subject and is not related to their life in Korea. In elementary school, English is taught as a real means of communication; in middle school, teachers teach to the test, and the test becomes the top priority. This gap between English in elementary school and in middle school presents middle school teachers with a challenge when trying to engage and handle students. As a result of student lack of interest and age range, discipline seems to be a constant challenge.

It is for the teacher to care for the student, shape their learning, and foster their maturity.

Actually, physical punishment has been used by many teachers in Korea for disciplining. The rod used to mete out the punishment has been dubbed the "love stick," and it has been seen as an important tool for disciplining. However, since the middle of 2010, the education ministry has banned corporal punishment and suggested that teachers alternatively issue "black marks" for wrong behavior. In practice, it is really difficult for a teacher to issue "black marks"; there are no clear guidelines set for their issuance; and the standard is very different from teacher to teacher and from school to school. This makes the system seem invalid, and students do not respect the rules because the system for discipline appears unfair. Even more importantly, middle school students do not worry about getting black marks since getting them does not seem to affect their chances of getting into a good university, the ultimate goal of most Korean students.

After corporal punishment was banned and the black-mark system introduced, alternate forms of punishment, such as "timeout" or "isolation," appeared in the search for a better substitute. However, these types of punishment showed little disciplinary merit or pedagogical value for the classroom, since these systems produce negative implications on a superficial level only. Additionally, these systems create an authoritarian role, just like that of corporal punishment, which is based on compliance with the rules for fear of embarrassing repercussions. These disciplinary systems, moreover, do not foster a nurturing and caring relationship, built on respect, between the teacher and student.

Classroom Close-Up

Issuing "black marks" is not a workable solution.

Middle school students are in a transition period before taking on further responsibilities and making decisions that will shape their adult lives, but they do not yet have an inkling that what they do now impacts the path that they may follow later. It is very important for the teachers to care for students, shape their learning, and foster their maturity. However, if there is no relationship based on care and respect between teachers and students, public middle schools will become little different from private institutes where improving one's grade is the only one reason for attendance and good behavior. Therefore, as a middle school teacher, I believe that authoritarian punishment can be effective if the teacher uses it with care as it provides transparency that current systems do not.

The Author

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ER in Korean Classrooms

By Jeong-ryeol Kim

Extensive Reading (ER) has been acknowledged to be instrumental in learning a target language because it provides a large amount of input in a relatively low-stress environment, where learners can enjoy reading easy and fun books slightly lower than their reading proficiency, the so-called *i+1* level of reading materials. In the process learners become more fluent in the target language, and their literacy skills develop in terms of reading speed and comprehension level.

The current study looked into research in Korean classrooms where teachers ran ER programs for a certain period of time and reported the effects of the program in a quantifiable way. Out of 43 studies related to *reading* and *extensive reading* in online databases from http://www.nanet.go.kr, http://www.riss4u.net, and http://nl.go.kr, 21 theses and journals were selected which satisfied the following conditions. First, the studies were experimental or quasi-experimental in nature and provided either descriptive statistical data such as means and standard deviations, or inferential statistical data such as t/f-values and correlation coefficient r, so that the current meta-study could measure the effect size. Second, they represented all levels of ER programs practiced in public school education from elementary schools to high schools. Third, the design of experiments explored the cause-and-effect relationship between ER and other variables.

Research Design

The design of experiments included in this meta-analysis explored the cause-and-effect relationship between ER as an independent variable and English competence and affective attitude toward English learning as dependent variables among different variables. English competence was measured through different skills and components, including vocabulary, literacy, listening, word recognition, reading speed, reading, and writing. Affective domain was elicited using surveys for learner confidence, interest, attitude, motivation, anxiety, etc. Some studies included learner self-esteem in their measurement, but were coded to measures of confidence, as students with high self-esteem were likely to be confident in their language learning and performance. As a consequence, the current study collected 57 effect sizes related to English competence and 11 effect sizes related to affective domain from the 21 research studies selected for this meta-analysis. However, this study did not include ER programs for learners younger than elementary school age. This does not mean that ER is impossible to implement with very young learners; it was simply hard to find experimental studies for such learners since teaching English to younger learners is not a part of the national curriculum.

Results

Nine papers reported that, estimated from their questionnaire analysis, learners' interest and confidence in reading rose and learners' attitudes changed to positive. Three papers stated that post ER-vocabulary tests produced statistically significant results compared with pre-ER vocabulary tests. Nine papers dealt with the issue of whether or not learners' reading speed and comprehension changed between pre- and post-ER programs. All of them reported that reading rate and comprehension statistically increased. One high school study in particular reported that reading speed doubled from an average of 102 wpm to 240 wpm. The study illustrated different degrees of reading speed improvements among different texts of English as well as English with Korean. They reported a slightly better result in English and Korean mixed texts.

Extensive Reading

Two studies ran experiments comparing an experimental and a control group. They stated that the experimental group performed better in reading and vocabulary tests than the control group. The same papers argued that more reading helps learners perform better on listening tests as well. They calibrated and correlated the number of books learners read with their listening comprehension scores and discovered a significant positive correlation between reading quantity and the listening score.

This meta-analysis shows very favorable results for ER in Korean classrooms, not only in the development of language skills, but also in affective factors such as attitude and confidence. ER is a viable teaching method, with research showing its suitability to the Korean context.

The Author

Jeong-ryeol Kim is the president of the Korea Association of Primary English Education (KAPEE) and former deputy dean of the In-service Teacher Training Center of Korea National University of Education. He earned his PhD in Applied Linguistics from the University of Hawaii. Dr. Kim served as president of Korea TESOL, vice president of the Korea Association of Teachers of English (KATE), and president of KAPEE.

Planning Lessons for Children

Young Learners

By Jake Kimball

Planning. We do it every day: we plan for retirement; we plan for the weekend; we plan trips, meals, weddings, and heists. Teachers plan lessons. We plan to increase the probability of success.

For teachers new to the profession, the concept of planning is generally about designing a roadmap of sorts. Creating a lesson plan is building a framework of activities *before* they take place in the classroom. This kind of planning begins and ends before the bell rings. Teachers typically write down an objective before walking into class. More often than not, the objective tends to be a language form (*wh*-questions, adverbs of time, prepositions) or a function (e.g., telling time, making requests) and likely follows a set syllabus; in many circumstances this amounts to simply completing a set number of coursebook pages per day. Next, there is input to consider. What kind of text or materials will serve as the vehicle for reaching the day's objective? Maybe a short reading passage, some songs, or a crossword puzzle. The next question to consider is how you will implement your activities. Do you read aloud or silently? Do learners work independently or in pairs or in a group? Will you have students circle their answers and go around the room round-robin style

Planning needs to accommodate real-time classroom decisions.

checking answers? Finally, pick up the CD and gather some markers and any realia, or teaching aids, such as flash cards or puppets. You are ready. Sounds easy, doesn't it?

Armed with a schematic of how events will flow from beginning to end, why then do some well-planned lessons not go according to plan? In my experience, having an arsenal of activities to choose from is insufficient guarantee of success. Additional planning needs to accommodate decisions that will take place in real time as events unfold in front of you, for better or worse. Further planning is also required as part of the post-class reflection as you assess the effectiveness of your lesson. Thus, effective planning takes into account traditional pre-class lesson planning, but also during-class and post-class planning phases.

Anything can happen during class, especially when teaching children. Even something as trivial as a mosquito can wreck havoc on the rhythm of a smooth class. Secondly, each class has its own unique culture, interests, attention span, background experience, etc. Thus, teachers must prepare for a host of common classroom management issues. To illustrate, my regular classes know how to complete pair work. Once they are assigned a partner, they immediately go to their partners and complete their work undistracted. They end by telling me, "We're finished." Very recently, I started teaching a new class. After modeling how to complete a pairwork activity, I assigned partners. They all began on cue, but they all stopped immediately, looking at each other quite confused. It turns out that these students were accustomed to teacher-centered classroom procedures where students speak one at a time and only when asked a question. Multiple groups of students all talking simultaneously broke protocol. This breakdown required on-the-fly decision making. Do I give up exasperated and move on to the next activity? Should I pretend they all did a fine job and continue as planned? In my case, I had everyone stop and return to their seats. I then called up two pairs of students to stand in the front and back of class. I stood in the middle. I made hand gestures signifying a race, and said, "Ready, set, go!" Next, I called up two more pairs, standing in the four corners of the room and repeated the activity. Finally, I called the rest of the pairs and we successfully completed the activity. Yes, it took the rest of class to implement the pairwork activity and the rest of my plan was shot. However, the next class included pairwork, and that class went like clockwork?fast and efficient. My lesson plan did not go as planned, but it was still productive.

What about post-class reflection and planning? Hopefully your lesson plan has room for notes somewhere at the bottom of the sheet. This is where you can write your comments about what worked well and why, as well as what went wrong and why. When you assess the effectiveness of your lesson, what would you change? Did your students meet the day's objective? How do you know? What material needs to be reviewed in the future?

Planning is an essential skill for all teachers. To not plan is to plan for Plan B.

Side by Side: The NEST in Korea

By Christian Shin

For the past ten years, I have worked side by side in Korea with non-Korean faculty members who teach English or another subject. A lot of things can change in a decade, yet the newer foreign faculty members seem to notice the same problems that my former foreign colleagues did. This makes me wonder why improvement appears to be so slow to come as I know many foreign colleagues who have concern for their students and are committed to their teaching.

Many Korean educators appear indifferent towards their western counterparts' concerns.

My colleagues over the years have attributed this resistance to change to an apparent lack of desire, or ability of, Korean teachers, professors, and administrators to ask pertinent questions or listen to the non-Korean teacher. Simply put, many Korean educators appear indifferent towards, or incapable of addressing, concerns that their western counterparts have. However, it is not fair to point the finger of blame at the people who may not be conscious of the existence of problems.

Culture is a system of knowledge, beliefs, values, and behavior shared among members of a group or community. Because this system is often implicitly acquired, members tend to remain unaware to the dynamic of their own culture until they leave the community and come in contact with other cultures.

It seems unreasonable to expect those who have not fully encountered another culture to automatically understand and embrace the notion that people from around the world can adopt different perspectives. Unless the academic community of the local culture has a means of hearing about the experiences and perceptions of faculty members from other cultures, it would be difficult for the community to understand the real and perceived needs and concerns of foreign faculty members and bring about desirable changes.

Being a Korean-American who can pass as a Korean man, I have found that if the subject matter of a conversation is construed to be a potential source of embarrassment, the subject tends to get dropped instantly, behavior which could be misinterpreted by people of different cultures as a sign of being indifferent or unable to pursue important matters further. It is the equivalent of a rather well-informed driver not bothering to turn his head to avoid blind spots, because his car comes with a rear-view mirror and two side-view mirrors. In order to preserve harmony or not risk losing face, motivation to engage in an intrusive inquiry or heated discussion is not high.

NNEST Voices

I believe that NESTs can offer a new perspective in a number of areas: from hiring practices, management, and visa regulations to curriculum, and educational systems. A lot of native English-speaking teachers I have had the pleasure of working and interacting with have different perspectives (not necessarily right or wrong). When a greater number of English teachers at various levels of education begin to voice their concerns and viewpoints, our educational environment will get better and better over time.

NESTs can offer perspective on ELT in Korea.

NESTs can shed light on ELT in Korea. As it takes getting used to using blind-spot mirrors for a driver, it will take time and effort to respond to and incorporate the thoughts and opinions of western English teachers into English education in Korea. I hope more NESTs continue sharing what troubles them in a constructive manner to facilitate discussion into providing the very best English education for Korean students.

The Author

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Games

Materials Design

By Andrew Finch

Despite differing views on their role, games as teaching and learning tools tend to figure in most language classrooms. Some teachers, and students, see them as interesting diversions from the "real" work, while others integrate them into the overall learning environment, using them to promote autonomous problem solving, discovery learning, and team work. In this context, it is good to remember that before they start school, children take *play* very seriously and do most of their learning through the medium of games. Howard Gardner (1991) has some telling comments on this topic in *The Unschooled Mind*, a book which is well worth reading.

Games can be used for a variety of purposes. They can be grammar-oriented, they can focus on fluency, and they can facilitate cognitive, affective, or social goals. However, when designing games for our own situations, taking into account variables such as age, proficiency, motivation, and confidence, the underlying philosophy of teaching and learning will once more determine the form and content. This aspect of materials design is crucial, which is why it gets so much attention here, in that materials have a tendency to become teacher-led and teacher-centred if the designer is not careful. Games are a case in point.

Explaining the rules or the method of playing a game

Games can serve a variety of language learning purposes.

can be extremely difficult, requiring the teacher to spend an undue amount of time explaining, often in Korean. Even then, there will be students who still do not "get it" and the game-activity can become a burden.

There are a number of strategies we can use to prevent this. On the one hand, if we wish to use the game format to introduce, use, or review commands and directions (linguistic goals), then we can make sure that the instructions are at the level of the students:
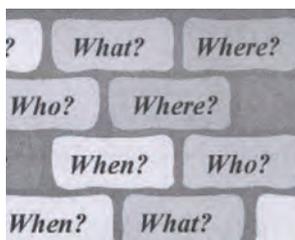
Fig. 1. Portion of *wh*-word game board.

Short and simple at the basic level, one concept per sentence; appropriate structure and grammar at the intermediate level; and complex sentences at the advanced level.

On the other hand, if our goals include teamwork,

creativity, problem solving, etc., then the game format can actually make use of the students' inherent game-playing talents. For example, in the game I have designed, *wh*-questions are arranged on a game board; simple rectangle tiles with the *wh*-words inside each tile are randomly arrange on an A4 or A3 piece of paper (Figure 1). The teacher asks the players to design a game using the game board and the *wh*-words on it.

Rather than trying to understand confusing game rules, students now talk together, deciding the form and content of their game. Not only are the *wh*-questions practised in this case, but students also engage in meaningful discussion, including agreement, disagreement, suggestion, brainstorming, and use of conditionals.

The above example also illustrates how this student-centred approach to games can operate in a multi-level classroom. For the students who need to spend a long time on the grammar and the decision-making, a game board can be stimulus enough. For those who get through the whole process, however, numbers 1 to 5 can be provided under *wh*-word tiles on the board, prefaced by the phrase "Rules for the game." In the spirit of integrated, multi-level teaching, students now have the opportunity of putting the rules of their games into written form. This might seem a challenging task, but those who *finish* earlier than the others benefit from this sort of mental stretching; we need to challenge the "quicker" students as well as the "not-so-quick." Finally, they can explain their game to other students or even make a presentation about it. How about making and laminating a final version of the game, to be used by future students, or even making a video? Here is a video made by middle school students (Video 6: "Let's Play the 'Can you?' Game!" at http://www.finchpark.com/videos/teaching-videos/teaching/index.html.

The Author

Andrew Finch is an associate professor of English Education at Kyungpook National University. He has co-authored a number of student-centered, culture-specific language learning books which aim to empower the learner through performance assessment, learning strategies, and a holistic approach to learning. Email: aefinch@gmail.com

Teachers Helping Teachers

One of the things about teaching that keeps me going as a teacher is the idea that the classroom is not only a place where students learn but also a place where teachers learn, too. Of course, I can try to reflect on my own learning while I teach, but I find working with other colleagues the most beneficial way for me to develop. This article looks at three ways teachers can help each other reflect: mentorship, team teaching, and peer coaching.

Mentorship

Research has indicated that beginning teachers who are mentored are more effective teachers in their early years and are more likely to remain in teaching, since they learn from guided practice rather than depending upon trial-and-error alone. Teachers help each other learn when more-experienced or more-effective teachers serve as mentors for peers. The mentor-mentee relationship need not be one in which a gap exists between the two in terms of experience. Two teachers at the same experience level and same rank in the teaching hierarchy can form a critical friendship. A critical friend acts as an observer who can talk about teaching in a collaborative undertaking and give advice as a friend in order to develop the reflective abilities of the teacher who is conducting their own action research.

Team Teaching

Team teaching is a type of critical friendship arrangement whereby two or more teachers cooperate as equals as they take responsibility for planning, teaching, and evaluating a class, a series of classes, or a whole course. Team-teaching arrangements that teams can choose from, depending on what best meets their needs, can be any of the following: (a) *Equal partners*: Both teachers see themselves as having an equal experiences and knowledge, and so, all decisions are shared equally for all stages of the lesson: planning, delivery, monitoring, and checking. (b) *Leader and participant*: One teacher is given or assumes a leadership role because they have more experience than the other with team teaching. (c) *Native/Advanced speaker and less proficient speaker*: In some situations (such as in Korea's EPIK program), a native English-language speaker or an advanced speaker of English may team teach with a less proficient speaker.

Peer Coaching

Although similar in many ways, peer coaching, another form of critical friendship, is actually different than team teaching because its main aim is for one teacher to help another improve their teaching. In a peer-coaching arrangement there is no evaluation, no supervising, just a professional collaboration in which one teacher wants another peer to observe their class in order to obtain feedback on one specific aspect of teaching or learning. The peer, acting as coach/friend (see above), offers suggestions to a colleague based on classroom observations. Teachers make their own decisions as to what changes, if any, to incorporate into their teaching. In other words, each teacher still has the main responsibility to develop and does not hand over control to a colleague. An example of this is when the *coach* observes the fellow teacher and makes a record of the

Professional Development
By Thomas S. C. Farrell

observation. Depending on the amount of detail required by the teacher and the focus of the observation, which is decided by the teacher (not the coach), both will reflect on practice. The classroom observation may be assisted by the following data gathering instruments: audiotape, videotape, classroom transcriptions. Both parties may reflect on the whole process by engaging in journal writing and discussions. Both participants should write down their reflections of the process and what was achieved. They should then meet and discuss what was written and what was achieved.

Critical friendships are critical for teacher development.

Teachers, like others outside of formal education, learn in a contextualized manner, and they learn best when studying areas important to their lives. Mentorship, team teaching, and peer coaching are three excellent methods for teachers to use in helping each other reflect on practice.

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The 19th Korea TESOL International Conference
Pushing our Paradigms; Connecting with Culture
October 15-16 2011

Sookmyung Women's University, Seoul, Korea

Call for Presentations

The KOTESOL 2011 International Conference is a forum for educators to share their ideas, innovations, experience, action research, and major research findings. This year, we are exploring a more out-of-the-box approach to the Conference, and to TESOL in general, with particular emphases on culture and technology.

Under the theme, *Pushing our Paradigms; Connecting with Culture*, we are planning a conference which will have people going away with practical applications, useful experiences, and fresh ideas. We invite proposals for workshops, colloquia, research reports, and poster presentations.

This year, we are starting a new strand: **The 101 Series**. These presentations will be designed specifically for new teachers. Each presentation will cover the basics of best teaching practices in one area of ELT. See the on-line submission form for more information.

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

Presenters are encouraged to submit several proposals.
However, no more than two proposals will be accepted from any one person.

All presenters will be expected to pre-register for the conference and
pay all relevant fees at the time of pre-registration.

Closing date for the receipt of proposals: June 10, 2011

All proposals must be submitted via the web-form.
The proposal submission link to the will be available soon at:
http://www.koreatesol.org

Please direct any *Conference Program* related inquiries to the Program Committee:
kotesol.program@gmail.com

Extended summaries from accepted presentations may be submitted for the Conference program guidebook. Full-length papers for publication in the KOTESOL 2011 Conference Proceedings may be submitted after the Conference. More information will be sent to presenters.

International Conference Plenary Speakers

I n an effort to bring KOTESOL members and Conference attendees the best minds and speakers in the field of TESOL, the 2011 KOTESOL Conference Committee has scheduled three plenary speakers that will engage, invigorate, and inspire our conference attendees.

Conference Column

One of these outstanding plenary speakers is an academic who is very well known to those in the ELT field, particularly for his work in extensive reading. **Dr. Stephen Krashen** is professor emeritus at the University of Southern California and has published more than 350 papers and books. He has introduced various influential concepts and terms into the study of second language acquisition, including *Monitor Model, Input Hypothesis*, and the *i + 1* stage of linguistic competence. Dr. Krashen is also well known outside the academic community. Most recently, he has been promoting the use of free voluntary reading for second language acquisition, which he describes as "the most powerful tool we have in language education, first and second." It has been a number of years since Dr. Krashen has presented in Korea, and we are very excited he has accepted our invitation to speak at the 19th KOTESOL International Conference.

Another well-known conference speaker, giving a plenary presentation is **Dr. B. Kumaravadivelu** of San Jose State University (California, USA). "Professor Kumar" was educated at the Universities of Madras in India, Lancaster in England, and Michigan in the USA. He has specialized in language teaching methods, postmethod pedagogy, critical classroom discourse analysis, and teaching culture, and has served on the editorial board of *TESOL Quarterly*. Dr. Kumaravadivelu is the author of *Beyond Methods: Macrostrategies for Language Teaching, Cultural Globalization and Language Education*, and *Understanding Language Teaching: From Method to Postmethod*. Dr. Kumaravadivelu has a new book coming out revolving around the theme of globalization. His work and planned plenary presentation are highly relevant to our conference theme and timely, given the challenges of the on-going processes of cultural globalization. The theme is also something that is dear to him, and he is very excited to be participating in the conference. Additionally, Dr. Kumaravadivelu will likely be making a second presentation (non-plenary) that should prove to be most useful to attendees.

Our third engaging voice whom we will hear in a plenary session at the conference is **Dr. Keith Folse**, from the University of Central Florida. He has authored well over 30 books and has published articles on language teaching and his second language research in *TESOL Quarterly* and many other well-known journals. Books he has authored include *The Art of Teaching Speaking: Research and Pedagogy for the ESL/EFL Classroom, Vocabulary Myths: Applying Second Language Research to Classroom Teaching,* and *Keys to Teaching Grammar to English Language Learners: A Practical Handbook.* Dr. Folse, by his own admission is more a practical presenter than a theoretical one. His focus is on qualitative and quantitative methodology. Many of his workshops focus on English language learning in the K-12 setting. Dr. Folse's extensive background in ESL teaching methodology should prove most insightful to university, K-12, and private institute teachers alike. Cengage Learning, a strong collaborative partner, is sponsoring Dr. Folse's conference appearance.

Our plenary speakers are all distinguished academics and presenters in their fields. We on the Conference Committee are continuing to add engaging speakers who will be able to offer great workshops for our conference participants, revolving around innovative teaching, culture, and technology. We will bring you further updates in upcoming issues of TEC and on the KOTESOL website. The 2011 KOTESOL International Conference will be a memorable one!

The Author

Julien McNulty *is the 2011 KOTESOL International Conference Chair. He has taught or instructed in some fashion for over 15 years, including French, Spanish, English, History, and Special Education at public high schools in British Columbia, Canada. As a corporate trainer in Toronto, he developed and implemented an accent neutralization program for operations in India, and later worked as a bilingual training consultant, specializing in management/leadership development. Email: julienmcnulty@gmail.com*

Team Teaching: Making It Work

Dear Diary, I really don't understand the point of having a co-teacher. They cannot hold a full conversation in English, so how can they teach the language? They don't help me with lesson planning, they show up late to class, they sit at the back of the classroom and send text messages, while I'm trying to teach the class. The only time they get involved is when we have an "open class." I wish that they would just stay in the teachers' office so that I could just teach the class without any distractions. -- Jake

Dear Diary, Today was another typical day with the native teacher. During class, she showed no passion for teaching our students and just stood at the front while I taught the majority of the lesson. The only time she got involved was when I asked her to model the dialogue with her "wonderful" native accent. In the office, she just sits at her desk all day surfing the internet while I plan the lessons by myself, not to mention all the other paperwork I have to do. --Mee-hee

Team teachers are able to complement each other's strengths and weaknesses.

Perhaps some of you can relate to parts of the fictitious journal entries above. Perhaps you know someone like that or have unfortunately been in a similar situation yourself. Through discussions with various players, we have learned team teaching is a source of frustration for both Korean and foreign English teachers. The idea of team teaching can bring a feeling of dread and sleepless nights. However, we feel that if both parties are willing to try, team teaching can be very fruitful. In this article, we will highlight the benefits of team teaching and share specific methods and techniques that Korean and foreign team teachers use successfully.

Why team teach? Richards and Farrell (2005) offer many positive effects of team teaching. One of the main benefits is that team teachers are able to complement each other's strengths and weaknesses. Each member of the team can focus on parts of the lesson that they are more comfortable with. From our perspective, the greatest potential benefit comes from the potential of having a reflective partner, which is expanded upon later on in this article. Also, the benefits are not just limited to the teachers. Students also benefit from being exposed to different teaching styles, different accents, and different personalities, creating a richer learning environment for students.

We believe *team teaching* is not *co-teaching*. The latter is the more commonly used term to describe two people teaching together, and for us, *co-teaching* is a larger umbrella term that includes situations where two (or more) teachers share a class and teach the same group of students consecutively or deliver the same course material to different classes concurrently. For us, *team teaching* describes teaching contexts where two teachers are in the same classroom delivering a lesson together. We have a very clear view of what team teaching is not. Team teaching is not having the Korean teacher translate into Korean what the foreign teacher says in English, or using the foreign teacher

Training Notes
By M. Griffin & M. Sahota

to only model language. In order for this teaching dynamic to work, both teachers need to work together as a team.

Team teaching relationships are exactly like all other human relationships; there are going to be people that you get along with well and those that you do not. For those of you in negative situations - such as the ones described in the above diaries - we preface that the ideas we share below only work if both members of the team are willing to cooperate and give team teaching an honest chance. For those of you on the fence about the benefits of team teaching, we hope our suggestions help push you over to the positive side. If you have never previously thought team teaching could be possible for you, you may learn that it can and wish to give it a try.

Depending on your school and background you may be in a team teaching relationship where you and your partner have varying degrees of teaching experience, teacher training, and English language proficiency. Nevertheless, regardless of the knowhow and skills that each of you bring into the team teaching dynamic, we feel the ideas we offer below are applicable to a vast range of team teaching scenarios.

As with most everything in teaching, effective team teaching starts before you enter your first class. One of the first things you need to do is to clearly define the roles and responsibilities, which can either be shared or divided between the two of you. There are many important questions that you and your partner need to answer. Who is going to be responsible for lesson planning? Who is going to create/make

materials? Who is going to start the class? Who is going to teach what part of the textbook? Who is going to be responsible for class management?

These roles and responsibilities can alternate between partners at different times. You may be great at making lesson plans based on your textbook while your partner is great at coming up with creative supplementary activities, but sometimes you might think of a great activity that would fit perfectly with a given topic. It is important to have set roles and routines, but equally important to set up a relationship where flexibility is encouraged and where opportunities are given for partners to work on the weaker aspects of their teaching practices so that both can develop skills under the watchful eye of their partner-expert.

Team teaching starts before you enter your first class.

Another essential question to answer is when and where are you going to discuss lesson plans. It is important to have a regularly scheduled time where you both can go over who will teach what part of the lesson. Another essential point to consider is how and when to reflect on lessons after they have been taught. This is a great opportunity to fully exploit having an extra set of professional eyes in classroom. Many teachers view class observations with great anxiety and nervousness, and with good reason. However, your team teaching partner is someone with whom you are hopefully comfortable with since having them in the classroom with you is a regular occurrence. Over time, you can build mutual trust and respect that allows you

to openly and constructively give feedback on each other's teaching practices.

During the lesson there are specific techniques you can employ to take advantage of having another teacher in the room. These techniques include: both leading the class at different times, modeling activities together, distributing materials together, monitoring students during activities together, one teacher walking around the room and helping or keeping students focused on the lesson while the other teacher is leading, setting up the blackboard/whiteboard for the next activity while the other is leading the class, checking-in with each other while students are engaged in activities, and having one partner help manage your class reward system as the other leads the class (please refer to our Summer 2010 column for specific ideas about class management and reward systems).

Even with clearly defined roles and responsibilities, it is impossible to anticipate every eventuality that will occur during a lesson. There are going to be times where things do not go exactly as planned. In these instances, it is easy for the lesson to come to a screeching halt as one teacher jumps in to try to restore order and revert back to what was originally planned. This makes for awkward moments for both the teachers and students. We recommend developing hand signals so that you can clandestinely communicate with each other without disrupting the flow of the lesson or interrupting each other.

We hope these ideas provide you with the impetus to approach team teaching with a positive outlook. While team teaching can certainly present challenges, we feel that using the above strategies can really energize your teaching and make a better lesson for everyone involved. For those of you co-teaching this spring we urge you to give team teaching an honest chance.

Reference

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and on how to create a new SIG, contact
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Using Short Stories in Class

By Jennifer Booker Young

Although chapter books have been getting good press over the past few years as a means to quickly improve language skills, short stories offer a wealth of learning opportunities.

First, students can be introduced to many genres in a short period of time. It has been my experience in Korea that not many students read for pleasure, so this exposure may help them find the style of writing that "clicks" with them. Second, short stories can be used in writing or conversation classes without getting side-tracked for too long with reading. Third, there are many activities which a short story can introduce. Depending on the age and level of the students, simply discussing the content and sharing opinions can be the end task. The more advanced the students are, the more challenging the follow-up activities can be. What follows are some ideas for writing activities to use in conjunction with short stories.

Write an Alternate Ending

An alternate ending can be written before or after reading the actual ending. Sometimes, students have difficulty imagining a different ending to a story. In order to foster their creativity, simply hold back the ending of the story until after they have written their own ending. Alternately, once the students have read the story, they can try to out-write the writer and make a better ending. Obviously, this is also well suited to pair or group work. The students can discuss the story and work through the clues and red herrings together before writing the ending, each in their own words or collaboratively.

Write a Prologue or an Epilogue

After reading the story, the students can write what they think happened before the beginning of the provided story to give some more character development, for example, or write what happened after the ending of the story, such as showing the consequences of the mystery being solved. This involves creative thinking on the part of the student, a concept that is now being focused on in second language learning.

Turn the Story into a Role Play

Mysteries are a good choice for lower-level writers because they tend to have a greater proportion of dialogue to begin with. The students can then perform a play which they have written. This can also be a useful tool to encourage students to find the most important parts of the story since leaving everything in creates more work an taking too much out makes it impossible to understand the story.

Write a Review

If a student can verbalize an opinion, they can put it on paper. This is a good opportunity to have students work on complex sentences and/or defend their opinions ("I liked the ____ part, because..."). I tend to use this with my youngest students and combine it with a little art work (drawing their favorite scene or the main character, for example) to take the perceived pressure off their writing.

Teachniques

These are just a few of the activities used in my classroom. If you have additional ideas, I would love to hear about them! If you have not used short stories in your class before, here are some resources for free stories on the Internet: (a) *East of the Web: Children's Short Stories* (http://www.eastoftheweb.com/short-stories/childrenindex.html). This site contains several genres, and the stories are categorized by reader ranking, length, and author. There is also an adult area of the site: http://www.eastoftheweb.com/short-stories/indexframe.html. (b) *Mystery Net's Kids Mysteries* (http://kids.mysterynet.com/). The stories on this site are quite short, just a page or two long, and students can usually solve the mysteries by paying attention to small details. Readers can solve an incomplete mystery, and the best ones get published on the site. (c) *Aaron Shepard's World of Stories* (http://www.aaronshep.com/stories/). There are a variety of genres here, but the main ones are folktales, fairytales, and myths. Each story is marked according to appropriate age as well as word count.

This is just a drop in the bucket. The Internet is full of free materials. These are just the sites that I like to use. I encourage you to explore the suggested activities, and websites, to vary the routine in your classroom and to tap into different learning styles and genre preferences.

The Author

Jennifer Booker Young has been teaching in Korea since 1998. She has an MEd in TESOL and teaches fourth grade at a bilingual immersion elementary school in Seoul. Currently, she is serving her second term as KOTESOL Secretary. Email: jenniferteacher@gmail.com

Ask a Question, Get an Answer

Curiosity can be an amazing driver of education. However, for curiosity to grow, it must be nourished. There is nothing better for this than to explore topics you enjoy and get feedback on your questions. Question-and-answer websites grew out of this desire. The ability to *crowdsource*, distribute tasks to large groups of people, both asking and answering questions to and from millions of people through the Web has resulted in many websites filling this niche.

Question-and-Answer Websites

The idea for this article came from the recent buzz over *Quora* (http://www.quora.com). *Quora's* superstar release has put question-and-answer services back in vogue, making me think about the great potential of these services for language learners. Educational technology proponents often talk about the potential for learners to reach an authentic audience and get feedback through blogs, discussion forums, and other Web destinations. These are good resources, but the reality is that interacting with an audience outside of the classroom is very difficult. With active question-and-answer websites, teachers can increase students' likelihood of receiving feedback.

> ## *Q&A websites and possibilities for their use in the the classroom are extensive.*

I favor *Quora* at this time because it is vibrant. The community of users is large and growing. The service has good built-in social networking features to connect with and follow other users and topics. Additionally, *Quora* integrates with *Facebook* and *Twitter*, as well as with *Tumbler* and *WordPress* blogs, to push interactions within the service out to their other social networks.

Quora is certainly not the only question-and-answer service available. *Yahoo! Answers* (http://answers .yahoo.com) has been the most active question-and-answer website for years. In fact, it is likely that you have come across this service when searching for information on any of the popular search engines.

Services like *Ask.com* (http://www.ask.com) and *Answers.com* (http://wiki.answers.com) have question-and-answer functions, but are less focused on answers provided by users than those found through searches of existing websites. *Ask.com* has an edge over *Answers.com* with their "Community" section that does feature an active group of users asking and answering questions.

Lesser-known services like *Answerbag* (http://www. answerbag.com), *Blurtit* (http://www.blurtit.com), and *Mahalo Answers* (http://www.mahalo.com/answers) have question-and-answer features, but they seem to have a much smaller user-base, thus less interaction. *Mahalo Answers* is unique in that users who offer the best answers to questions are paid in Mahalo dollars (1 Mahalo dollar equals about US $0.75). Users can also add Mahalo dollars to questions to increase their value and, thus, the likelihood of receiving a good answer.

Web Wheres
By Daniel Craig

Using Question-and-Answer Websites with Your Students

There are many possibilities for using these websites in your English language classroom. I envision one possibility as follows. First, have students write a list of ten topics that they are interested in learning more about, and formulate a question for each of the ten topics. Next, students can register for and use *Quora* to search for answers to their questions. If they find existing answers to their questions, they can comment on the answer(s) they like with follow-up questions or simply their gratitude. If they do not find existing answers to their questions, they can post their questions to be answered by the community. Responses that they receive on their questions and comments can be monitored for a week and then presented to the class as a written or oral summary of their findings.

Question-and-answer websites are not merely to help students find answers to their questions. They are for engaging with a community to share knowledge. Give your students a chance to see what these interactive communities can do for their English language development.

The Author

Daniel Craig *is a professor in the Department of English Education at Sangmyung University, Seoul. He teaches courses in instructional methods and specializes in computer-assisted language learning (CALL). He has a passion for researching and implementing technologies and methodologies to enhance language* learning. Email: dan@danielcraig.com.

Form-Focused Instruction

Most Asian students spend countless hours learning grammar structures in school. Unfortunately, for the most part, they are unable to transfer these grammatical structures into use in social conversations. The traditional teaching methodology in Asia, which focuses on rote memorization, has long been blamed for this inability to internalize grammar structures. EFL teachers have, as a result, aimed to adopt the communicative method as a means to help students automatize grammar forms.

However, in a typical conversation class, the teacher spends very little time on the *form* and *meaning* of a grammar point and a lot of time on the activities or *use* element. Can we teach grammar in such a way that second language learners can internalize the structures? Some argue that this can be achieved through Form-Focused Instruction (FFI) applied in tandem with the communicative method. This article defines FFI and expands on the sort of activities that might be useful to help students better internalize grammar forms.

> ## *FFI aims to naturally draw students' attention to form as it arises in lessons.*

Ellis (2001) defines *focus on form* as "any planned or incidental instructional activity that is intended to induce language learners to pay attention to linguistic form" (pp. 1-2). The primary purpose of this instruction is to naturally draw students' attention to form as it arises in lessons. There are different types of FFI activities that can be applied, depending on the difficulty of the target structure. However, they all differ from the form-meaning-use trilogy in that the target structure is not modeled to the students from the outset. The reasoning is that if target form is taught first, students will be more like robots during the meaning and use part of the lesson, and thus, the grammatical rules are less likely to become implicit grammatical knowledge. Following are the three types of FFI activities mentioned by Ellis (2003): comprehension activities, structure-based production activities, and consciousness-raising activities.

Let's say you were teaching a low-level class the structure of comparatives and superlatives. An example of an FFI comprehension activity would be to prepare a text in which target forms are frequently used and are essential to comprehension of the text as a whole. Next, a structure-based production activity could be given, differing from a comprehension activity in that the former is designed for students to use the target structure to complete the activity. Activities are designed so that using the target form makes completion of the activity easier. For some activities, it is essential that the form focused on be used to complete the activity. An example gap activity for this is called Who's Who? Students are given a picture of six people and different clues

Grammar Glammar
By Chris Raymond

about each one. They have to ask each other questions using the form that is focused on to find out who is older than whom and who is the youngest, etc. Finally, an example of a consciousness-raising activity is to give students a story with many examples of the targeted structures. Students underline forms that have something in common (i.e., *-er* and *-est* words). Then the students try to find a grammatical rule on their own. Consciousness-raising activities are designed for students to induce and formulate the grammatical rules on their own and by interacting in small group work.

FFI has assisted me in helping students to actually acquire the language taught and used in class. Before, the grammar taught often did not stick with them. If I asked them to use the very same grammar points a few days later in a spontaneous speech, they are unable to produce the target form that went so smoothly a few days before. So, I have embedded a focus on form into the communicative activities I use to assist students in internalizing grammatical structures.

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The Author

Chris Raymond *has taught ESL and a number of content courses, including international law and global politics at universities in Japan and Korea for over seven years. He holds a Masters in Education (MEd). His interests include bilingual education and English for specific purposes. Email: chrray@hotmail.com*

Middle English: *The French Connection*

English coalesced from the Germanic languages, including those of the Angles and Saxons, invading the British Isles in the 5th and 6th centuries. This early form of English, Old English, underwent lexical and structural changes in the following two centuries as the influence of Christianity and its language of Latin spread throughout the isles. The 9th and 10th centuries saw English seriously threatened by the influx of the Vikings and their Old Norse language. A key victory by Alfred the Great assured survival of the spoken language. He decreed that writing also be in English to promote literacy and restore the language, while important books were to be translated from Latin. By the middle of the 11th century, Old English seemed secure. However, it was very soon to face the greatest challenge ever to its existence. English would never be the same.

William, the Duke of Normandy (in northern France), had been named the successor to the British throne. When that throne was taken by another, William set sail for England, determined to take what was rightfully his. With him, he took an overwhelming military, the Norman nobility, and their language, Old French. William's securing of the crown in 1072, left England without an English-speaking king for three centuries.

As Old French (OF) was the language of the new government and military, many OF words entered the commoners' spoken English. First came *enemy* and *castle*, followed by other military-related words and words of governance: *army, archer, soldier, battle, garrison, guard, crown, throne, court, duke, baron, nobility, authority, obedience*. Other lexical items to quickly enter English were those related to law: *arrest, warrant, justice, judge, jury, accuse, acquit, sentence, felony, condemn, prison, jail*. These small changes were the beginnings of the shift from Old English to Middle English.

In three-hundred years, over 10,000 French words entered English. Begun a millennium ago, that lexical-borrowing process continues today. Five hundred English words for food alone are of French origin: *market, oysters, mackerel, salmon, sole, beef, pork, sausage, bacon, fruit, orange, lemon, grape, biscuit, tart, sugar, cream, mustard, vinegar, olive, salad, buffet, appetite, diner*. Under Norman rule, writing in English became increasingly rare. The once dominant language of the country became third-class, after both French and Latin. English went into a three-century period of scaled-back use. When it was to reemerge, it would be almost unrecognizable.

William strengthened Norman grip over England, putting his French-speaking men in all important positions of state and church. Written records and church documents were no longer in English, but in Latin. However, English had not disappeared. It was still the language spoken by 90 percent of the population of England. Scotland and Wales had retained their Keltic culture, and English's contact, particularly with Scottish Gaelic, allowed it to continue to develop and change. English grammar became simplified; more plurals were being made by adding -s; prepositions were performing the functions that word-endings used to do; word order was becoming more fixed. Though ignored

Word Whys
By David E. Shaffer

by the state and nobility, English was continuing to evolve.

In 1154, the kingdom of the new king, Henry II, expanded to include his queen's lands of Aquitaine, making the French part of the Kingdom of Normandy, Aquitaine, and England larger and more influential, including linguistically. The OF vocabulary of literature entered English: *quest, damsel, joust, tournament*. And William's feudalism left its lexical footprint: *vassal, laborer, bailiff, serf*. French words were being used alongside their English mates, each narrowing their meaning: *pig - pork, cow - beef, calf - veal, sheep - mutton, deer - venison*.

French was having an enormous influence on the English lexicon, completely replacing some English words in as little as 40 years. Most lexical intake, however, was additive, and English grammar was little affected as the commoners and the peasantry, the vast majority of the population, continued to use English. With time, however, Old French could have had an overwhelming influence on English, but again, English warded off extinction through a non-linguistic event: the military conquest of Normandy by a much smaller kingdom - France.

The Author

David Shaffer *(PhD Linguistics) is on the faculty at Chosun University in Gwangju. He has worked there since books opened from the left and Hangeul script was read from top to bottom, right to left; since before "tennis" replaced "jeonggu," before "villa" replaced "yeollip-jutaek," before "panty" replaced "ppants." His interests include English-derived Korean loanwords, language change, cognitive linguistics, and editing KOTESOL publications. Email: disin@chosun.ac.kr*

Looking Back, Learning Right, Moving Forward

By Tory Thorkelson

In early December, as Korea was falling into the cold of winter, I was fortunate to be able to go to Manila to be greeted by the warmth and passion of the members of the Philippines Association for Language Teaching (PALT) and attend a conference whose theme sounded more like a dance step than an ELT event: *Looking Back, Learning Right, Moving*

This December conference was PALT's third of the year.

Forward. However, PALT's Dec. 2-3 conference at the University of the Philippines was indeed a professionally fulfilling experience.

On the first day, after getting registered and setting up our PAC member table with the JALT representative, we headed to the opening ceremony in the main auditorium. There were around 100 people there to see the ceremony and plenary, and the PAC representatives quickly found ourselves onstage for both. Two things struck me at this time that remained true for the entire conference: the attendees were extremely passionate about being there, and all the PAC representatives were an integral part of the conference. In addition to giving a presentation, we were asked onstage during the opening and closing ceremonies, summarizing the trends in our countries in terms of English education. The other PAC representatives attending were Anamai Damnet (ThaiTESOL), Nathan Furuya (JALT), and Stephen Ryan (FEELTA).

With sessions by Dr. George E. Scholz (keynote and plenary), Dr. Ma. Lourdes G. Tayao, Dr. Mary Arlene Ardena-Bongocia, and Dr. Marian Alonzo, the variety of topics covered by the main speakers as well as the 50 or so parallel sessions ran the gamut of topics from language policies and views of English to Facebook and

the new Pearson Language Test.

In general, the attendees were mostly young, under 40, public school teachers who paid their own way. Total attendees numbered 250, and this was more than the PALT organizers had hoped for. I was informed that this was their third conference of the year and that they received no funding for it, which is why they were at the University of the Philippines rather than their usual home at the Manila Hotel. Membership fees are about 10 dollars a year, and attendees rotate year by year so that everyone has the chance to get to a PALT event once every year or two. Total membership is only about 250-300 with only two or three active chapters, one of which is Manila, in a country with a population of 90 million. This made me feel much better about our membership numbers.

The PAC meeting was held over lunch on Friday. A few items were of particular interest to me and KOTESOL as a PAC member. Both FEELTA and PALT are heavily underfunded, so the JALT representative and I expressed

Tory Thorkelson (right) at the KOTESOL table at PALT 2010, with JALT representative Nathan Furuya.

possible onsite support and fee waivers to these PAC reps attending our conferences. Further, there is no requirement that PAC members send reps to every PAC conference. Attending PAC-designated conferences is recommended, but attending at least one every year is satisfactory.

The Author

Tory S. Thorkelson, M.Ed., is an associate professor at Hanyang University as well as Immediate Past President of KOTESOL. He is also a doctoral student in Middlesex University's Doctorate of Professional Studies program and an active KTT presenter for KOTESOL. His areas of interest include Drama in Education and content-based instruction. Email: thorkor@hotmail.com

2011 Thailand TESOL Conference Report

Transforming the Language Classroom:
Meeting the Needs of the Globalized World

By Tim Dalby

I left a snowy Jeonju the delights of the two-day Thailand TESOL conference (Jan. 21-22) in warm and sunny Chiang Mai. Registration kicked off at 7:30 am on Friday and despite the early time, the conference venue was buzzing by the time the opening ceremony began an hour later. The first plenary speaker, Adrian Doff, explored the role of cultural identity in the language classroom, in the main conference hall of the venue host, the Empress Hotel.

After coffee, the concurrent presentations got underway. There were very few technology issues and lots of full rooms. The KOTESOL desk was busy with people asking about our International Conference in October and hungrily asking for more copies of our proceedings and TECs. Although I had reached my absolute baggage allowance with KOTESOL publications, they only lasted around twenty minutes on the KOTESOL table.

After lunch, the second plenary of the day was Alan Williams, who was able to demonstrate the nature of global English and the features of cross-cultural communication. Following this, several KOTESOL members in attendance had their chance to shine. I talked about Extensive Reading, Allison Bill talked about vocabulary, Michael Handziuk covered listening and speaking, and Stephen-Peter Jinks introduced learning strategies. We all spoke to packed rooms and enthusiastic audiences.

At the end of the first day, the evening reception started, comprised of a number of different food stalls all preparing local dishes, which attendees could sample as they wished. As well as the usual gift-giving ceremonies, there were also several traditional performances, including music and dancing. Fortunately, I was not called upon to do either of these things!

Day Two also started early as there were so many presentations to pack into the day. The first plenary was Anthony Newman who introduced the six freedoms - a critical thinking model for classroom instruction. He talked about freedom from ambiguity, triviality, irrelevance, illogical reasoning, shallowness and intolerance. Although not new, it was good to be reminded of good practice in the language classroom.

After the coffee break, three more sessions filled the attendees with new ideas and new approaches to

Tim Dalby (left) with ThaiTESOL President Ubon Sanpatchaya-pong at the ThaiTESOL Conference.

teaching and learning. I attended the PAC meeting to discuss future PAC conferences, the emergence of China, and the desire to once again publish the PAC Journal.

After another extraordinary lunch, Erich Berendt connected research with practice when teaching conversation classes. It seems that much of the spoken discourse we teach doesn't match spoken discourse in the real world. Instead, we need to consider what discourse studies tell us when we want to teach effective communication.

More coffee and more sessions brought the conference to a close. Over the two days, there had been many national and international presenters talking about many issues common to teachers around the world. The issues may have been local, but they had global resonance - and that was the conference theme.

Overall, the conference was an unabashed success. I would like to give my thanks to Thailand TESOL for looking after me so well and to KOTESOL for sending me. If you can, do consider making a trip to a Thailand TESOL conference in the near future. It's well worth it.

The Author

Tim Dalby *works at Korea University in Seoul. In his ten years of teaching, he has taught in Korea, the Czech Republic, and New Zealand in a variety of contexts. He holds an MA in ELT from Reading University in the UK and has just completed his term as Jeonju-North Jeolla Chapter President. Email: professor.tim.dalby@gmail.com*

Leaders New and Old Share Ideas

By Aaron Jolly

The KOTESOL Leadership Retreat for 2010-11 was held this past January 15-16 at Hanbat University in Daejeon. More than 50 KOTESOL leaders representing National Council, KOTESOL's regional chapters, as well as Special Interest Groups (SIGs) attended the two-day event.

The event was organized by the National 2nd VP, Aaron Jolly, Eric Reynolds, and Kathy Moon (President of Daejeon-Chungcheong Chapter). Special thanks are extended to Dr. Sang-kil Kim of Hanbat University, and National 1st VP, Dr. Mijae Lee, who kindly arranged for the availability of the facilities that KOTESOL used.

On Saturday morning, over 40 attendees endured minus 17-degree temperatures to get to the venue. These hearty souls were quickly warmed by freshly brewed coffee and delicious snacks, kindly arranged by Kathy Moon. When the event got started, attendees introduced themselves and shared some personal information as a warm-up session.

In the afternoon, folks got down to the business at hand: Sharing ideas, networking, and planning KOTESOL operations and events for the year. The main focus for the event was for current leaders to share information with new leaders and for new ideas and solutions to current issues in KOTESOL to be raised or addressed in some way. The format for the event was break-out sessions, with each session having a scribe who reported back to the entire group in a feedback session at the end of each time block.

On Saturday afternoon, sessions were grouped under three headings: National-Related, Chapter-Related, and Committee- and SIG-Related. For the National-Related session, Aaron Dougan convened a break-out session on maintaining institutional memory and Tory Thorkelson took charge of a session on running a department or committee while Bryan Stoakley unveiled the new KOTESOL National website.

The sessions for Chapter-Related included a workshop led by Dr. David Shaffer on building and running a chapter, while Don Payzant facilitated a session on chapter workshop organizing and Tim Dalby ran one on conference and symposium planning. For the Committee- and SIG-Related time-slot, Julien McNulty led a session on International Conference planning, Ralph Cousins facilitated the session on KOTESOL Membership, and Tim Thompson led a session for KOTESOL Teacher Training (KTT).

On Sunday morning, following a whole-group session from Aaron Dougan on parliamentary procedure, there were two further time-blocks: Skills Building and Leadership, and Planning the Future of KOTESOL. Under the topic Skills Building and Leadership, Tim Thompson led a session on presentation skills, Gwen Atkinson facilitated a session on encouraging new leadership, and Dr. Heebon Park-Finch led a workshop on Korean Leadership, while Bruce Wakefield ran a session entitled "What Is Effective Leadership?" Finally, in the Planning the Future of KOTESOL slot, there were sessions facilitated by Dr. Andrew Finch on ideas for the future direction of KOTESOL, by Bruce Wakefield on KOTESOL's election policies, and a joint session by Tim Dalby and Tory Thorkelson entitled Better Communication in KOTESOL.

Among the many attendees, each KOTESOL chapters were represented by multiple attendees, providing opportunities for chapters to grow new leaders within their ranks. It was great to see so many enthusiastic people from all over Korea, both expat and Korean, coming together for the benefit of KOTESOL. A full report on the event will be published on the KOTESOL website this spring.

Leadership Retreat attendees at the Saturday break-out session on the face and function of the new KOTESOL website.

The Author
Aaron Jolly *is a materials writer, curriculum designer, and education consultant. Previously he taught at Korean universities, a middle school, and a young learner ER program. He is the current National 2nd VP of KOTESOL and Co-facilitator of the Extensive Reading SIG. He was formerly Daejeon-Chungcheong Chapter President (2004-2006) and?served as 2006 National Conference Chair. Email: kotesol.2nd.vp@gmail.com*

Peadar Callaghan: Always Active

KOTESOL trivia question: What KOTESOL member was born in Arabia, amuses other members with magic tricks, and reads comics in class? Answer: Peadar Callaghan - no joke. That's not all that Peadar does, though. He is presently the president of Daegu-Gyeongbuk Chapter and served on the Chapter's executive council last year. Although Peadar has not been with KOTESOL long, he has jumped in with both feet and has made a splash.

Peadar calls Ireland home, although he was born in the southern part of the Arabian Peninsula when his parents were living and working there as aid workers. Except for one year in the United States with his family, he did the rest of his growing up in Ireland. For his higher education, Peadar selected the University of Dundee in Scotland and graduated with an MA in History. This was followed by an MA in ELT from the University of Limerick in 2005. His thesis there was on the perceived and actual use of comic books in teaching. Peadar's interest in ELT began in 2003 when he was doing volunteer work at a Montessori school in Vienna.

After completing his degree in ELT, Peadar decided to come to Korea to teach. He spent his first two years at a private language school in Ulsan before taking up a position in the Language Education Center at Kyungpook National University. In his four years there, he has taught in the freshman credit-course program, the adult conversation program, the young learner program, and in the gifted youth program. In addition to conducting training in the classroom use of Moodle and facilitating professional development, Peadar was one of the creators of the International Writing Center at KNU, where he has also been a counselor. He is now shifting roles somewhat to concentrate more on leading his Chapter and pursuing his own professional development.

As for teaching style, Peadar's favorite is eclectic, feeling that the use of a variety of techniques in the classroom enhances student learning. He believes in student-centered, task-based instruction to keep his students active, and keeps himself always active by looking for students who struggle, as he says he once did, to give them needed support. He also likes to use multi-modal media in teaching. He has become interested in the possible use of interactive fiction in language teaching and is at present involved in building a corpus of Korean learner English.

Membership Spotlight
By David E. Shaffer

Peadar's involvement in KOTESOL has not been much more than a couple of years, but is has been fairly intense. He didn't get involved in the organization sooner because he wasn't aware of it sooner, but since a friend took him to his first chapter event in Daegu, he hasn't missed a meeting. Peadar soon took on a Chapter executive role and also became a candidate for National First Vice-President before being elected to the Daegu-Gyeongbuk Chapter presidency.

KOTESOL is presently at a crossroads, in Peadar's view, with numerous decisions needed to be made about where KOTESOL should be going and how it should get there. There are two main things that he would like to see KOTESOL do. The first is to expand its membership through expanding chapters into areas with a high teacher population but no access to workshops. The second is to expand its operational partnerships across the board, and also look into the possibility of providing professional development courses.

"I am a firm believer in doing the work that is in front of you," Peadar states matter-of-factly. With his always-active attitude, KOTESOL can expect Peadar Callaghan to be working on new initiatives for his chapter and KOTESOL this year and beyond.

Peadar Callaghan (center) during a classroom presentation on comic books last year at the Seoul Chapter Conference.

Book Review

Beyond Methods: Macrostrategies for Language Teaching

By B. Kumaravadivelu.
New Haven, CT: Yale University Press, 2003.
Pages: x + 339. (ISBN- 9-780300-095739)

Reviewed by Kara MacDonald, Editor-in-Chief
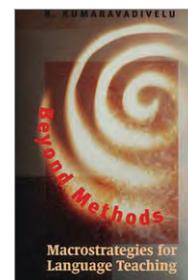
Korean ELT often still seeks the *best* method to teach English. However, ELT has been changing to better reflect SLA research, understanding there is no best method to be discovered, putting us in a postmethod era. *Beyond Methods: Macrostrategies for Language Teaching*, by B. Kumaravadivelu, offers ten *macrostrategies*, drawing from numerous disciplines, to assist teachers to become critical thinkers and classroom practitioners.

Chapter 1, *Conceptualizing Teaching Acts,* and Chapter 2, *Understanding Postmethod Pedagogy*, provide the rationale behind the macrostragetic framework. Chapter 1 examines the role of the teacher and the profession of teaching, including reflective tasks, which continues throughout the chapters. Chapter 2 begins with a discussion of *method*, moving from language-centered methods to learner-centered methods and then to postmethods and the pedagogy behind these.

The next ten chapters each address a macrostrategy, which all come together at the end to present a postmethod approach. To begin, chapter 3, *Maximizing Learning Opportunities*, examines the traditional players in the classroom and highlights how learning opportunities are not bound by the basic elements in the classroom. It also offers *mircostrategies* for learning. Chapter 4, *Minimizing Perceptual Mismatches*, builds on the previous chapter and presents microstrategies which teachers and learners can use to better promote successful matches for learning opportunities. Both chapters close with microstrategies for classroom practice. Each chapter's microstrategy section is a principle component throughout the book, presenting practical applications and offering a link for teachers to implement theory, what they read, to their classrooms, what they do

Facilitating Negotiated Interaction, chapter 5, considers interaction as a textual activity, its limitations, the interaction hypothesis, comprehensible input and the limitations of interaction as an interpersonal activity, while chapter 6, *Promoting Learner Autonomy*, addresses the opposite. The chapter discussion in organized into two sections. The first is a narrow view of learner autonomy, "learning to learn," and the second is a broad view, "learning to liberate," as ways to promote learner autonomy.

Fostering Language Awareness, chapter 7, offers an overview of the Language Awareness and Whole Language movements and how the two approaches focus on classroom practice. An overview of Critical Language Awareness and the importance of sociopolitical awareness are also presented.

Chapter 8, *Activating Intuitive Heuristics*, examines methods of teaching that allow students to learn by uncovering things for themselves and provides options for activating intuitive heuristics for a variety of grammar forms. This is complemented by chapter 9, *Contextualizing Linguistic Input*. This chapter focuses on the term *concept* and what it means to teach language in context since there are numerous linguistic contexts: extralinguistic context, situational context, and extra-situational context. As a result, the way a teach addresses *language in context* is complex and multi-faceted.

Integrating Language Skills, chapter 10, describes the separation of skills in the past and the current recognition for skill integration and links this to language use in the next chapter. Chapter 11, *Ensuring Social Relevance*, addresses English as a global language and language standardization in L1 and L2 contexts, and provides activities for the classroom. These discussions are followed up by chapter 12, *Raising Cultural Awareness*, which examines cultural understanding and critical cultural consciousness in the classroom, and offers ways to promote these.

The final chapter, *Monitoring Teaching Acts*, offers a discussion of chapter 4's ten sources of mismatches between teachers and students combined with the ten macrostrategies to present a *macrostrategies/ mismatch observational scheme*, which is a series of steps for effective classroom observational procedures with examples and notes of caution on mentoring.

The text's topics, reflective tasks, microstrategy activities, and projects, encourage critical thinking and tangible means for teachers to alter classroom practice. The book is accessible and a good resource for all teachers, future teachers, and teacher educators.

Maintaining a Domain

By Dominick Inglese

After searching through the trenches of web hosting, I became somewhat afraid that I would have to sign up for a costly full-service program to obtain the basic functionality I needed for teaching in my classroom. I was aware of a few ways to maintain a free website, including Weebly and Google Sites, but these sites - and there are many to choose from - often have awkward-looking URLs that include the service-provider's name, such as www.mydomain.weebly.com. To remove the service-provider's name, you need to upgrade to a paid service. The good news is that at ten US dollars a year, Google's domain service is only one third the cost of its nearest competitor.

Setting Up a Website with Google Apps

The easiest way to set up a minimal-cost domain is to register through Google Apps, where you are given the option to register a new domain name. At this point, you simply enter your desired domain name, and if the name you want is not already taken, you will have a domain name set up with Google Apps. The service for individual websites is free and allows you to have a personalized email at your domain name, such as "username@yourdomain.com," choosing the username you want.

When you purchase the domain name, your website is registered with eNom. This situation is not a full-service web-hosting service; there are some limitations. For instance, you cannot create a blog on the website. Nonetheless, you can create a free blog service externally and simply create a link to your blog on your website, or you can embed this blog on one of your webpages using a gadget. There are other limitations, but this domain will offer enough to satisfy the needs of most teachers.

What Can You Do with Your Website?

Your new website is operated through the site portal. When you sign in, you are brought to the template designer. Choosing the design and colors of the website is simple, and there are advanced features for those who are comfortable with Cascading Style Sheets (CSS), a computer language for common applications to generate the style of web pages It is an option, but really necessary to make a professional-looking site.

When you first registered your domain name with Google Apps, you were able to make a new email address using username@yourdomain.com as the address (instead of "username@gmail.com," for example). You will also be able to associate other provider services with this email address. You can access all of the services from any of the email addresses. In other words, if you are signed into your email account, on the top left you will see tabs such as "Docs," "Web," and "Images," all of which are useful in maintaining a teacher's website.

Putting photos, logos, and signs on websites is common. To upload photos to your new website, first, you upload photos to Picasa. Then, you insert the photos using the insert-photos from the Picasa link. You can also insert documents, PowerPoint presentation files (PPTs), Excel spreadsheets, and YouTube videos using the drop-down menu. You can also easily embed documents, PPTs, and Excel sheets into your website. There are many useful help sections to use in the process of making your website. If you invest a few hours of your weekend, you will become comfortable with the process and have access to a variety of functions to enhance your classroom teaching. For example, using this web-service provider, teachers can do the following: (a) post homework assignments, (b) post class updates, (c) post teacher information, (d) have a live chat with students, (e) allow students to perform group chats, (f) create links to your Skype information, (g) post class polls (e.g., students can vote on topic for discussion), and (h) have students go to the website in order to complete homework assignments (e.g., reading assignments).

FYI

Even if you have not used technology much in the classroom and feel that creating and managing a domain may be complicated, you will see how accessible it can be with Google Apps and how much you can add to your classroom teaching. See the author's website at http://www.supremeducation.org/ for an example of a website maintained using Google.

The Author

Dominick Inglese (Devananda dasa) *earned an AA Culinary Arts, a BA in English Literature and a MA Ed. in Curriculum/Instruction. As a musician, he focuses on incorporating music into his lessons. He is co-founder of Golden Avtar Trust, an education initiative teaching practical skills to the poorest of India's village children. Email: share.inspiration @supremeducation.org*

'Round & About KOTESOL

• *January*

Andee Pollard (Gangwon Chapter) gave a presentation at the 2011 Winter International Conference on Linguistics in Seoul (WICLIS-2011). The paper he presented at the January 4-5 KASELL conference, entitled *(Un)Intelligibility in Phonetically Driven Korean Romanization Systems*, focused on the romanization of Korean and how non-Korean speakers can use these systems to verbally produce Korean.

Vivien Slezak (Gwangju-Jeonnam Chapter) was appointed to the position of International Outreach Committee Chair by KOTESOL President Robert Capriles. Vivien works at Chosun University in Gwangju.

Dr. Kwang-In Shin (Suwon-Gyeonggi Chapter) was appointed to the position of Domestic Relations Committee Chair. Dr. Shin works at Anyang University in Anyang.

Dr. Meewha Baek (Suwon-Gyeonggi Chapter) was appointed to the position of Publications Committee Chair. Dr. Baek works at Ajou University in Suwon.

Shinhyeong Lee (Suwon-Gyeonggi Chapter) was appointed to the position of Community Affairs Committee Chair. He teaches at Chon Chon High School in Suwon.

David Lee (Daejeon-Chungcheong Chapter) was appointed to the position of Long-Term Planning Committee Chair. David teaches at Konyang University in Nonsan.

Ralph Cousins (Daejeon-Chungcheong Chapter) was appointed to the position of Membership Committee Chair. Ralph works at Pai Chai University in Daejeon.

Peter DeMarco (Busan-Gyeongnam Chapter) was appointed to the position of Publicity Committee Chair. Peter is a freelance language expert in Busan.

Maria Pinto (2009-10 KOTESOL Publications Committee Chair) and
Stephen-Peter Jinks (2009-10 International Conference Committee Chair) and
Joshua Hall (2009-10 KOTESOL Publicity Committee Chair) and
Joshua Davies (2009-10 KOTESOL Teacher Training Coordinator) are to receive recognition from the KOTESOL President on behalf of the National Council for their outstanding contributions to KOTESOL in their respective positions. This was resolved at the National Council meeting held on January 16 in conjunction with the KOTESOL Leadership Retreat.

Tim Dalby (Seoul Chapter) attended the 31st Annual Thailand TESOL International Conference as the official KOTESOL representative, attending the PAC Council meeting. He also gave a presentation at the Conference, *The Effects of L2 Extensive Reading on L1 Reading Habits,* which was about changes made in the L1 reading habits by some students after an Extensive Reading course. [For more on the ThaiTESOL Conference, see Tim Dalby's conference report, this issue.]

Stephen-Peter Jinks (Daejeon-Chungcheong Chapter) attended the January 21-22 ThaiTESOL Conference. He presented *Introducing Strategies-based Learning to our Students,* which looked at ways for teachers to raise awareness among students of the learning strategies available to them and giving them a better chance of understanding the topic if they manage their own learning in a systematic, achievable, efficient and directed manner. He attended the PAC Council Meeting along with Tim Dalby and Phil Owen (Jeonju-North Jeolla), and "hung out" at the KOTESOL booth, which was "a great way to meet people."

Allison Bill (Jeonju-North Jeolla) traveled to the ThaiTESOL Conference to present *The Use of Vocabulary Learning Strategies in the Asian Context.* Her presentation fit very well with the conference theme: "Transforming the Language Classroom: Meeting the Needs of the Globalized World." It included results from classroom research on teaching vocabulary and was also a chance for participants to become more aware of their own use of vocabulary

learning strategies. For Allison, the highlight of the conference was the reception for presenters, which included a wide variety of Thai delicacies as well as representative music and dance.

Michael Handziuk (Seoul Chapter) made the trip to Chiang Mai to also present at the ThaiTESOL Conference. His presentation dealt with the macro skills of listening and speaking. Mike attends the ThaiTESOL Conference every year; he "wouldn't think of missing it."

Editor's Note: If you, or a KOTESOL member you know, has made a notable mark professionally or personally, please tell us about it. Email David Shaffer at disin@chosun.ac.kr

The 2011 KOTESOL National Conference

Ten Years In:

Advancing Korean TESOL in the 21st Century

May 14, 2011

KAIST, Daejeon

More details soon at:

http://www.koreatesol.org/

Program-related Inquiries:

Aaron Jolly at kotesol.2nd.vp@gmail.com

Venue-related Inquiries:

Eric Reynolds at reynolds.tesol.mall@gmail.com

Seoul Chapter KOTESOL Conference

"Serving Students through Technology"

March 26, 2011 (Saturday)
Sookmyung Women's University, Seoul

4 Thematic Strands / 19 Presentations

Strand 1: Software Skills and EFL Planning
Strand 2: Technology-Supported EFL Teaching
Strand 3: Harnessing Technology in Public Education
Strand 4: Educational Research

KOTESOL Members: Admission Free

Onsite Registration: 10:00 a.m.
More details at: www.seoulkotesol.org

Jeonju-North Jeolla 2011 Regional Conference

"Building Blocks for Better Learning"

April 30, 2011 (Saturday)

Geun Young Girls High School, Jeonju

Email: jnjconference@gmail.com

Busan-Gyeongnam Chapter
KOTESOL Conference

June 4, 2011 (Saturday)

Busan Venue

Details coming soon at:
http://www.koreatesol.org/BusanGyeongnam

Email: bgkotesol@gmail.com

KOTESOL Kalendar

Conferences

March 12, 2011. KOTESOL Conference in Gwangju: "Classroom Interaction: A Young Adult & Young Learner Essential." Hosted by Gwangju-Jeonnam Chapter and Young Learners & Teens SIG. Chosun University, Gwangju.

March 26, 2011. Seoul Chapter 8th Annual Conference: "Serving Students Through Technology." Sookmyung Women's University, Seoul.

April 16, 2011. The 3rd Franklin Global SpellEvent with TESOL: Korea Preliminary Round. Hosted by KOTESOL, Sookmyung Women's University, Seoul.

April 30, 2011. Jeonju-North Jeolla Regional Conference: "Building Blocks for Better Learning." English Center, Geun Young Girls High School, Jeonju. Email: jnjconference@gmail.com

May 14, 2011. The 2011 KOTESOL National Conference:

"Ten Years In: Advancing Korean TESOL in the 21st Century.", KAIST, Daejeon.

June 4, 2011. Busan-Gyeongnam Chapter KOTESOL Conference. Busan. Email: bgkotesol@gmail.com

October 15-16, 2011. The 19th Korea TESOL International Conference: "Pushing our Paradigms; Connecting with Culture." Sookmyung Women's University, Seoul. **Call for Papers Deadline**: June 10, 2011.

Calls for Papers

Korea TESOL Journal, Vol. 11. **Ongoing Submissions: ktj.editor@gmail.com**

Chapter Meeting/Workshops

1st Saturday of the month: Daegu-Gyeongbuk and Yongin-Gyeonggi Chapters.
2nd Saturday of the month: Gwangju-Jeonnam and Gangwon Chapters.
3rd Saturday of the month: Busan-Gyeongnam, Daejeon-Chungcheong, Jeju, Jeonju-North Jeolla, Seoul, and Suwon-Gyeonggi Chapters.

□ For monthly meeting details, check individual chapters' event schedules at http://www.koreatesol.org/Chapters

Corea Calendar

Conferences

April 23, 2011. The 15th STEM Conference 2011. "Conversation Analysis through Movies." Busan National University of Education, Busan.

April 23, 2011. DISCOG and SSK Joint Spring Conference. "National Branding and Language Cognition Strategies." Sookmyung Women's University, Seoul.

May 21, 2011. LAK 2011 Spring Conference: The Linguistic Association of Korea. Wonkwang University, Iksan, Jeollanamdo.

July 27-29, 2011. Asia TEFL 2011 The 9th Asia TEFL International Conference: "Teaching English in a Changing Asia: Challenges and Directions." Hotel Seoul Kyoyuk Munhwa Hoegwan, Seoul.

July 1-2, 2011. 2011 KATE International Conference: "Empowering English Teachers in the Globalization Era." HIT Building, Hanyang University, Seoul.

Aug. 3, 2011. The 2011 Korea English Education Society (KEES) Intl. Conference: "English Education in Asia: Issues and Possibilities." Chungbuk National University, Cheongju, Chungbuk.

Sep. 17, 2011. 2011 KAFLE Conference: "Advancing Reform in Foreign Language Education and Assessment." Konkuk University, Seoul.

Sep. 23-24, 2011. PKETA 2011 International Conference: "New Directions for Teaching English: Promoting Learner Autonomy and Authenticity for Global Communication." Pusan University of Foreign Studies, Busan.

Oct. 20-22, 2011. The 21st Japanese/Korean Linguistics Conference. Seoul National University, Seoul. **Call for Papers Deadline**: May 15, 2011. Contact Seungho Nam: nam@snu.ac.kr

Submissions

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

Website

For more information and for more conferences: http://www.koreatesol.org/ConferencesAndEvents

[Compiled by Maria Pinto and David E. Shaffer.]

KOTESOL In Action

National Council

By Jennifer Young

KOTESOL held their annual training weekend retreat on January 15 and 16. As usual, there were a number of sessions to help both new and experienced KOTESOL council members. The retreat ended with a National Council meeting. A number of topics were covered over the course of the five-hour meeting. One of the main issues discussed was the revival of the *Korea TESOL Journal*, which has not been published in several years. The newly elected First Vice-President, Dr. Mijae Lee, has taken over the role of editor of the journal. She gave an update on the progress she has made organizing peer reviewers in order to have three issues ready for publication this year. Also discussed was an increase in the budget to provide funding to chapters for special events, due to the large number of event proposals from the various chapters. As of the time of the meeting, Jeonju, Busan, Gwangju, Gangwon, Suwon, and the newly formed Yongin Chapters have all made plans for conferences this year. The next National Council meeting will be held on March 27.

Departments

KOTESOL Teacher Training

By Tim Thompson

KOTESOL Teacher Trainers (KTT) is a group of experienced presenters within KOTESOL who serve to help provide high-quality presentations to chapters for their monthly meetings and organize outreach events to teachers in more remote locations around Korea. As the new coordinator, I hope to work closely with regional chapter officers to create the most attractive programs possible in order to attract active members as well as potential new members to attend and participate in local meetings and conferences. KTT will no longer be accepting applications for membership but instead will be scouting regional and national conferences to add dynamic, accomplished speakers to its ranks. If you would like to recommend someone who you believe fits the bill, please contact Tim Thompson (KTTCoordinator@gmail.com).

Special Interest Groups

Christian Teachers SIG

By Heidi Vande Voort Nam

On December 18, a group of ten Christian English teachers, along with several of their children, met at Heidi Nam's place in Seoul for a festive afternoon of cookie baking and a pizza dinner, followed by carol singing.

On the CT-SIG page of the kotesol.org website, Virginia Hanslien has contributed a review of Minyang Hong's *Spirituality and English Language Teaching: A Christian Exploration*. In the book, Hong encourages teachers to see their language learners as spiritual beings. In the course of her study, she interviews five Christian leaders in the field of language teaching to determine how worldview shapes their views of language and language education. In addition to book reviews, the CT-SIG page on the KOTESOL website contains information about other resources and events for Christian English teachers. If you are interested in writing for the CT-SIG blog or planning an event for Christian teachers, please contact Heidi Nam (heidinam@gmail.com).

For those looking for a job at a Christian school, there have been several recent job postings on the CT-SIG email group, http://ca.groups.yahoo.com/group /KOTESOL_CT_SIG. Christian teachers are welcome to join this email group and share their thoughts on living and teaching as Christians in Korea.

Extensive Reading SIG

By Scott Miles

The ER-SIG has been working with Rob Waring to help open a new organization in Korea to promote extensive reading practices. It is called the Korea English Extensive Reading Association (KEERA), and has on its advisory board such well-known names as Rod Ellis, Richard Day, and Paul Nation. KEERA will have its first meeting in conjunction with the ER-SIG near the end of the Seoul Chapter Conference on March 26. We will have a booth set up at the Conference where people can join KEERA and vote for officers. See http://www.keera.or.kr/ for more information. The ER-SIG hopes to coordinate many extensive reading events and workshops in the future with KEERA, as both groups share many common goals.

Otherwise, the ER-SIG is looking to have a presence at the National Conference in May. We hope to have more information on the ER-SIG page on the KOTESOL site soon.

Multimedia and CALL SIG

By B. T. Stoakley

Sheema Doshi is no longer a facilitator for the MCALL-SIG as she has moved on to a new leg of her career outside of South Korea. We would like to say "thank you" to Ms. Doshi for her services to the MCALL-SIG this past year, as she was instrumental in getting the SIG back on its feet. We wish her luck in her current and future endeavors. Eric Reynolds has stepped down from the SIG as he is focusing on heading the Research SIG, but he will still be helping

out and presenting for us. The SIG has benefited from the addition of a new facilitator, Mr. Chris Surridge, the original CALL-SIG facilitator from years past.

In November, at the Daejeon-Chungcheong Chapter's Annual Thanksgiving Symposium and Dinner, a CALL expert, Dr. Joy Egbert, was invited to present at the invitation of the Research SIG; similarly, our SIG members presented on CALL topics at the Symposium. From this conference and our earlier fall conference with the same chapter, we have gleaned much information on how to better attend to our SIG's needs as well as those of the general KOTESOL membership. What we primarily took from the November experience (Dr. Egbert had missed her flight and had to conduct her presentation via Skype) is that we must, and will, conduct webinars for our SIG members and others through KOTESOL's official webinar account. These webinars will be recorded for future playback for our members with webinar dates and content to be posted on the official SIG board: http://www.kotesol.org/forum/index.php?board=7.0. Please log in to set your RSS ("notify") feeds. If you have not created an account, please contact us.

We are truly excited about the growth of our SIG in membership, depth of presenters, and number of workshop holders. This past fall, we participated in the meet-and-greet at the October International Conference, where like-minded teachers gathered to share ideas and network. Good ideas and feedback on the SIG were recorded, and implementation is coming to fruition. Furthermore, at the recent KOTESOL Leadership Retreat, new members to the MCALL-SIG became active. From this two-day event, we aim to build a solid SIG foundation with depth and a desire to be quite active. If you wish to take an active role in the SIG, such as being a presenter or have an executive role, please contact us (MCALL @koreatesol.org). We aim to co-host at least one chapter conference this year, so we will need all hands on deck!

Young Learners and Teens SIG

By Jake Kimball

With the start of a new semester, the Young Learners and Teens SIG got things under way with a bang. Our annual symposium was held on March 12, co-hosted with Gwangju-Jeonnam Chapter. Our theme for the afternoon, "Classroom Interaction: A Young Adult & Young Learner Essential," catered to the universal need to have students active and involved not only with each other but also with the texts and materials. We are especially thankful for the expertise our 2011 speakers brought to the conference: Bora Sohn, Keumju Cheon, Allison Bill, Jennifer Young, Dave Shaffer, Faith Fishley, Phil Owen, and Julien McNulty.

With regards to the 19th Annual International Conference, to be held October 15-16 in Seoul, SIG members are encouraged to submit presentation proposals before the June 10 deadline. Teaching children and teens is a growing niche, one that needs knowledgeable professionals to share their wisdom. Please think about submitting a proposal. Feel free to ask for help or advice if

you have interest.

Our SIG is online. Visit the new KOTESOL website (www.koreatesol.org) for more information about how we can help you with your professional needs and interests.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Joanna Oczachowski

The year of the Rabbit is looking exciting already! Terry Faulkner, Brad Serl, and Joanna Oczachowski spent a January weekend brainstorming at the KOTESOL Leadership Retreat. All the chapters left energized and ready to fill in their chapter members with upcoming plans for 2011. Brad and Joanna also attended the first National Council meeting of the year. We will soon announce the launch of a new virtual communication platform, which will allow us to share information quicker with all the members. Stay tuned for upcoming social events like dinners and hikes, in addition to our motivating seminars, designed to further develop your teaching skills. We're looking forward to seeing you soon!

Daegu-Gyeongbuk Chapter

By Josette LeBlanc and Paul Johnson

Our December workshop, led by Sherry Seymour (Daegu-Gyeongbuk President, 2008-10), was about transitions in her career as a EFL teacher in Korea. She asked us to think about the transitions, pressures, and life events that our students face to better empathize with them.

Ms. Seymour's presentation was followed by a presentation by Dr. Kun Aniroh titled "Introduction to AIESEC (Association Internationale des Etudiants en Sciences des Economique et Commerciales)." The purpose of her talk was to promote awareness of the international student exchange organization AIESEC. Afterwards, an end-of-year dinner was held to honor our outgoing president, Sherry Seymour.

Our January workshop was a teaching "swap-shop," where workshop participants had the chance to share ideas and resources with one another. Mr. Callaghan organized the discussion into three parts (with each of those three parts broken into three smaller parts). For the theme, the participants discussed how to conduct a lesson with a speaking focus, with the model lesson following a standard beginning-middle-end (Engage, Study, Activate) pattern.

Some of the activity types could be used in any phase of the lesson, but those that were particularly effective for a speaking lesson were mingling, an information exchange conversation, a role-play game, pair-work discussion, and interviews. Throughout the workshop, participants gave out handouts of sample lesson plans they had used in the past and recommended useful reference titles for teachers. The workshop was well attended and the timing was good

as many teachers were on winter vacation and used the time to refresh their well of ideas and to energize each other despite the cold weather.

In February, the Daegu Chapter executives will meet to strategize for 2011 and capitalize on the efforts of our members in 2010.

Daejeon-Chungcheong Chapter

By Aaron Dougan and Kathy Moon

In November, the 7th Annual Daejeon-Chungcheong KOTESOL Symposium and Thanksgiving Dinner was held at Hoseo University, Cheonan Campus. There were about 100 people at the symposium. There were 78 people at the dinner, which proved to be a fun and friendly event. The Annual Business Meeting for the chapter was held between the November symposium and the turkey dinner. There were 27 members in attendance, and a new and improved Constitution and Bylaws were approved for the Chapter.

Elections were also held at the November symposium, and Kathy Moon was elected the new president. Aaron Dougan, former president of the Chapter, will serve as a secretary for the coming year.

The incoming and outgoing executive met on the afternoon of December 18 and discussed a number of issues. After that, the Chapter Christmas social was held at the Solpine Restaurant at Woosong University. There were about 30 members who enjoyed an evening of good food, good company, and an exciting episode of the Give n' Steal gift game.

Many new people attended the KOTESOL Leadership Retreat on January 15-16 in Daejeon. Our Chapter members helped to set up the food and beverage station and clean up the rooms. We are really proud of making a friendly and warm atmosphere for all attendees.

We plan to have an executive meeting on February 26 in Daejeon. We are going to discuss the 2011 strategic plan. We are going to follow those good chapter years, and try to keep healthy and strong.

Gwangju-Jeonnam Chapter

By David E. Shaffer

The last meeting of 2010 for Gwangju-Jeonnam Chapter was held on December 11. The day's presentations were given by university students. This year's graduating English majors presented on topics related to English teaching and learning, with four presentations by eight students in Dr. David Shaffer's senior-level oral skills course at Chosun University. The thirty-minute presentations provided student viewpoints on topics of interest to the English teachers in attendance.

The presentations started off with "Learning English in the Public School System," by Seungwoo Han and Choyeon Kim. It criticized the focus on reading, grammar, and vocabulary, and called for more emphasis on oral and aural skills. The second presentation, "Learning English from NESTs" by Soohyun Oh, called on the government to strengthen qualifications in hiring native English-speaking teachers at public schools to include some training and/or experience in teaching English.

The trio of Aron Kim, Hongmin Sun of China, and Mrs. Hyegyung Park presented "Autonomous Language Learning." They praised self-directed learning as being tailored to individual needs and potentially very interesting, and they urged English teachers to introduce autonomous learning to their students. Presenting "Teaching English as an English Learner" were Eunae Ko and Munkyung Jung, who have each taught English for a year - one full-time, one part-time. They accented the adage that "teaching is learning" and pointed out that teaching can be physically very challenging as well as being gratifying.

The presentations were well received, sparking lively question-and-answer sessions at their conclusions. Vivien Slezak, Viva May Cabreros, and David Shaffer each shared a teaching activity during the swap-shop session before the meeting closed with the book draw.

During the January-February monthly meeting hiatus, the chapter was not inactive. The annual KOTESOL Leadership Retreat was held on the weekend of January 15-16. Chapter President David Shaffer, Membership Coordinators Faith Fishley and Kristine Dona, and Viva May Cabreros formed the Chapter delegation. Julien McNulty also attended the gathering of nearly 50 members in his capacity as 2011 International Conference Committee Chair. David led the session on Building and Running a Chapter, and Inter-Chapter Cooperation. The importance of making the teaching community more aware of KOTESOL and increasing member benefits were stressed. A Chapter Leaders' Meeting, which David spearheaded, is also planned for this spring. Kristine was part of the "Encouraging New Leaders" session and led the debriefing to the whole group. Julien headed the session on the International Conference, explaining preparations and announcing openings for committee volunteers. Faith was busy attending sessions throughout the two days - Institutional Memory, Chapter Workshops, SIGs - but found the session on Skills for Presenters especially informative.

Sunday afternoon was filled with the National Council Meeting. The 2011 National budget was approved, which included requested funding for our Chapter's March 12 event: the KOTESOL Conference in Gwangju, organized by the Chapter in conjunction with the Young Learners and Teens SIG. The theme of the event is *Classroom Interaction: A Young Adult and Young Learner Essential.* It consists of a plenary session by YLT-SIG Facilitator Jake Kimball ("Principled Techniques for Social Interaction in the Classroom"), and one young adult and two young learner strands of three presentations each.

The April monthly meeting is scheduled for the second Saturday of April. Visit the Chapter web pages for all monthly meeting details.

Seoul Chapter

By Don Payzant

Amidst various vacation activities, the Seoul Chapter executive was occupied with preparations for the March 26, 2011 Conference, *Serving Students through Technology*, at Sookmyung Women's University. True to the theme, the Software Skills and EFL Planning strand will be held in a computer lab, with plans for a website demonstration area. ASK Editor Stafford Lumsden was busy assembling the conference program, Outgoing Hospitality Coordinator Bita Tangestanifar designed this year's poster and postcard, Workshop Coordinator Don Payzant finalized the conference schedule, Elections Officer Mary Jane Scott drafted elections material, and President Bruce Wakefield held everyone together long-distance from New Zealand.

In mid January, the Seoul Chapter was well represented at the KOTESOL Leadership Retreat at Hanbat University in Daejeon. As both a debrief and a look ahead, Chapter executive members convened and participated in numerous National- and Chapter-building sessions and got a sneak peek at plans for the 19th International Conference.

On February 19, the Chapter moved tradition aside and began the 2011 workshop schedule with a unique mini-workshop, "English Incorporated: A job-based model of Classroom Management." Presenters Hyo-seon and Hyun-jin Hong, a sister-and-brother team, and students at Cheongshim International Academy, detailed this class management system. This was followed by an ideas-sharing session.

The Seoul Chapter also launched its website www.seoulchapter.org in late December, providing a second avenue for members to get conference updates and stay in touch with the Chapter.

A big "thanks" to outgoing Hospitality Coordinator Bita Tangestanifar for contributing her expertise and enthusiasm to the Seoul Chapter since 2009. Bita exchanged wedding vows and left Korea for America at the end of February. We wish Bita and her new husband a happy future together.

ETA-ROC Conference

PAC 2011 and 20th International Symposium on English Teaching

ELT in the Age of Globalization:
Trends, Challenges, and Innovations

November 11-13, 2011

Chien Tan Overseas Youth Activity Center,
Taipei, Taiwan

Organized by the English Teachers' Association
of the Republic of China

www.eta.org.tw

Announcing the 2011 KOTESOL Research Grants

As in years past, KOTESOL is proud to support the efforts of its members by offering two types of research grants through the research committee. This year we will offer up to four "Research Paper Grants," and up to five "Conference Presentation Grants." Please read on for more information about each type of grant.

Research Paper Grants

Research paper grants are offered for the purpose of stimulating new research, especially by beginning researchers, of high quality and worthy of appearing in the *Korea TESOL Journal*. For 2011, KOTESOL' s research committee has requested funds for two research paper grants of up to 1,000,000 won each for faculty and 500,000 for students. The Research Committee will determine who will receive grants after review of the submitted applications. Recipients will be reported in the Summer issue of *The English Connection*. In addition to submitting a solid research proposal, applicants must:

- Carry out the ELT research in Korea.
- Be a current Korea TESOL member for the duration of the research.
- Be studying or working in Korea for the duration of the research.
- Complete the research within one year of acceptance of their research proposal.
- Submit the results of the research for publication in the *Korea TESOL Journal*, or comparable journal, within one year of completion of the research.

Research Paper Grant Proposal Deadline: **May 30, 2011**

Conference Presentation Grants

The Korea TESOL conference presentation grants have been initiated to encourage members who are new to research to begin with research that will lead to a Korea TESOL International Conference presentation, but not necessarily to a full journal-level research paper. For 2011, KOTESOL's research committee has requested funds for five conference presentation grants of 200,000 won each for ELT research to be carried out and presented at the International Conference. The Research Committee will determine who will receive grants after review of the submitted applications. Recipients will be reported in the Summer issue of *The English Connection*. In addition to submitting a solid research proposal, applicants must:

- Carry out the ELT research in Korea.
- Be a current Korea TESOL member for the duration of the research.
- Be studying or working in Korea for the duration of the research.
- Complete the research in time to present the results at the Korea TESOL International Conference in October of 2011.
- Submit the results of the research for publication in *KOTESOL Proceedings 2011*.

Conference Presentation Grant Proposal Deadline: **May 30, 2011**

For more information and application forms, contact
Research Committee Chair Eric Reynolds: kotesol.research.comm@gmail.com

World Calendar

PAC Partner Conferences

Nov 11-13, 2011. ETA-ROC 2011, PAC 2011 & The 20th International Symposium on English Teaching: "ELT in the Age of Globalization: Trends, Challenges, and Innovations." Taipei, **Taiwan**.

Nov 18-21, 2011. JALT 2011. The 37th Annual International Conference on Language Teaching & Learning. "Teaching, Learning, Growing." Yoyogi, Tokyo, **Japan**.

International ELT Conferences

Mar. 10-12, 2011. The 17th International TESOL Arabia Conference and Exhibition 2011: "Rethinking English Language Teaching: Attitudes, Approaches & Perspectives." J W Marriott Hotel, Dubai, **UAE.**

Mar. 11-12, 2011. FLLT 2011: The 2nd International Conference on Foreign Language Learning and Teaching: "Strengthening Ties Between Research and Foreign Language Classroom Practices." Ambassador Hotel, Bangkok, **Thailand**.

Mar. 17-19, 2011. **TESOL 2011.** The 45th Annual TESOL Convention and Exhibit. New Orleans, Louisiana, **USA.**

Mar. 26-29, 2011. AAAL 2011 Conference. American Association for Applied Linguistics. Chicago, Illinois, **USA**.

Mar. 31 - Apr. 1, 2011. The 2011 Asia Creative Writing Conference: "Creating Interactive Language Classrooms through Creativity, Exploration, and Self-Identity in the Asian Context." Organized by Department of English, Politeknik Negeri Jember, Jl. Mastrip, Jember, East Java, **Indonesia**.

Apr. 12-15, 2011. Penang English Language Learning & Teaching Association (PELLTA): "Going Global: Teaching & Learning English in the 21st Century." Bayview Hotel, Georgetown, Penang, **Malaysia**.

Apr. 14-19, 2011. **Brighton 2011.** The 45th IATEFL Annual International Conference & Exhibition. Brighton, England, **UK**.

Apr. 18-20, 2011. The 46th RELC International Seminar: "Teaching Language to Learners of Different Age Groups." SEAMEO RELC, **Singapore.**

Apr. 22, 2011. "Doing Research In Applied Linguistics" International Conference. King Mongkut's University of Technology, Thonburi and Macquarie University. Bangkok, **Thailand**.

Apr. 22-24, 2011. ILC 2011: The 2nd International Language Conference: "Developing Soft-Skills in Language Learners." International Islamic University Malaysia, Kuala Lumpur, **Malaysia**.

Apr. 28-30, 2011. TESL Canada 2011 Conference: "Standing Corrected: Fluency, Accuracy and Reality." Halifax, Nova Scotia, **Canada**.

May 20-22, 2011. BELTA 2011: The 5th International Conference. "Learning English in a Changing World: Global Perspectives & Local Contexts." BIAM Foundation, Dhaka, **Bangladesh**.

May 20-22, 2011. The 10th Annual JALT Pan-SIG Conference: "Discovering Paths to Fluency." Shinshu University, Matsumoto, Nagano, **Japan**.

May 28, 2011. The 3rd NEAR Language Education Conference: "An International Perspective: Teachers of Regional Languages Working Across Borders." International University of Japan, Niigata, **Japan**.

May 28, 2011. 2011 International Conference on EFL Education: "Tradition and Innovation." National Changhua University of Education, Jin-De Campus, **Taiwan**.

June 3-5, 2011. JALT CALL 2011 Conference. Japan Association for Language Teaching, CALL SIG. Kurume University, Mii Campus, Kurume City, Fukuoka, **Japan**.

June 10-12, 2011. ACLL 2011: The Asian Conference on Language Learning Connecting Theory and Practice. Osaka, **Japan**.

June 10-12, 2011. ACTC 2011: The Asian Conference on Technology in the Classroom: "The Right Tool for the Right Job." Osaka, **Japan**.

June 11-12, 2011. The 11th Annual Conference of the Japan Second Language Association. Bunkyo University, Koshigaya-shi, Saitama, **Japan**.

June 16-18, 2011. The 6th International and 42nd Annual ELTAI Conference. "Teacher Development." Vellore, Tamil Nadu, **India**.

June 21-27, 2011. EDIC 2011: The 3rd English, Discourse & Intercultural Communication Conference: "English, Discourse and Intercultural Communication." Macao: 21-24; Urumqi: 24-27, **China**.

June 25, 2011. The 4th Hong Kong Association for Applied Linguistics Conference. Hong Kong Polytechnic University, **Hong Kong**.

June 25-26, 2011. JSLS 2011: The 13th Annual International Conference: The Japanese Society for Language Sciences. Kansai University, Seriyama Campus, Osaka, **Japan**.

July 2-3, 2011. JALT CUE SIG (College and University Educators SIG) Conference: "Foreign Language Motivation in Japan." Toyo Gakuen University, Hongo Campus, Tokyo, **Japan**.

July 6-9, 2011. The 18th Biennial Conference of the AFMLTA: The Australian Federation of Modern Language Teachers Associations. Darwin, Northern Territory, **Australia**.

Submissions

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

Website

For more information on these and additional conferences: http://www.koreatesol.org /ConferencesAndEvents

[Compiled by Maria Pinto and David E. Shaffer.]

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