The English Connection

A Publication of KOTESOL

Fall 2012 Volume 16, Issue 3

This Issue:

Special International Conference Preview

Featuring Scott Thornbury, Fredricka Stoller, and others

An Interview with Dr. Thomas Farrell

www.KoreaTESOL.org

Contact Us:
tecfeedback@gmail.com

Cambridge English Teacher

Where English teaching professionals go to connect and develop.

Annual membership includes:

- a 10-hour professional development course of your choice plus access to further courses at special rates
- opportunities to interact with other ELT professionals
- a digital subscription to English Teaching Professional magazine
- access to an exclusive library of Cambridge resources
- topical articles and webinars.

Become a Cambridge English Teacher

Benefit from Cambridge expertise

Commit to your development

If you think it's time to become a Cambridge English Teacher, then find out more by visiting

www.CambridgeEnglishTeacher.org

CAMBRIDGE UNIVERSITY PRESS

UNIVERSITY *of* CAMBRIDGE ESOL Examinations

8193_2Y01_A-Print_ETP March_CET_210mmx275mm_MM.indd 1 23/01/2012 10:26

Contents

KOTESOL
대한영어교육학회

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

The English Connection Editorial Team

Editor-in-Chief
William Mulligan

Associate Editor
Michael Griffin
Manpal Sahota

Copy Editors
Maria Pinto
Elliot Patton
Dr. David Shaffer

Proofreaders
Suzanne Bardasz
Charles Fullerton
Guillian Hunt
Kevin Stein

Publications Committee Chair
Lee, Jong-hee

Advisor
Tim Thompson

Production
Logos Printing

THE ENGLISH CONNECTION, published quarterly, is the official magazine of Korea Teachers of English to Speakers of Other Languages (KOTESOL), an academic organization, and is distributed free of charge as a service to the members of KOTESOL.

ISSN: 1598-0456

Cover photo: *Geum Gang Cave Hermitage is located within Gayasan (Gaya Mountain) National Park. As a learning center and residence for Buddhist Nuns, this Hermitage offers some of the best views within the park.* **(David Hasenick)**

All material contained within THE ENGLISH CONNECTION is copyrighted by the individual authors and KOTESOL. Copying without permission of the individual authors and KOTESOL beyond which is permitted under law is an infringement of both law and ethical principles within the academic community. All copies must identify Korea Teachers of English to Speakers of Other Languages (KOTESOL) and THE ENGLISH CONNECTION, as well as the author. The ideas and concepts, however, are presented for public discussion and classroom use. Please write to the editors and individual authors to let them know how useful you find the materials and how you may have adapted them to fit your own teaching style or situation. The articles and opinions contained herein are solely those of the individual authors and do not necessarily reflect the policies of KOTESOL or the opinions of the editors, officers of KOTESOL, or individual members.

PRICE: FREE to members / 5,000 won (US$5) to non-members.

Editor's Welcome

Dear Reader,

Fall is upon us and that means it is time for KOTESOL's biggest event, the international conference. Every year we have great speakers sharing their knowledge on various subjects. This year is no different, and in this issue we have some of those speakers contributing. We have featured speaker Fredericka Stoller, and plenary speakers Scott Thornbury and Brock Brady among others. Finally, we have a past presenter, Peadar Callaghan, giving advice to those who have never presented at a conference before. We hope that you enjoy our preview coverage of the international conference.

Besides all of our conference features, we have a great interview with Dr. Thomas Farrell. Dr. Farrell came to Korea this past May to give workshops on reflective teaching, and our own Manpal Sahota was lucky enough to get an interview with him. Dr. Farrell is one of the heavyweights in the area of reflective teaching, so it's an honor that he could find time in his busy schedule to sit down with us.

I would also like to thank Ttompatz for all the great work he has done since June of last year. This issue marks his last column for The English Connection.

The International Conference is a great time to meet and network with other KOTESOL members. I hope to see many of you there and hear about how TEC is doing.

Sincerely,

William Mulligan

William Mulligan

Editor-in-Chief

In the next issue of The English Connection:

Korea vs. Mexico comparison

Tolerance for Ambiguity

Teaching through Skype

KOTESOL Voices

Plus much more!

Would you like to submit something to TEC? Send your article to tecsubmissions@gmail.com

An interview with Dr. Thomas Farrell

Interview by Manpal Sahota

Dr. Thomas Farrell is professor of applied linguistics at Brock University in Canada. This past May the Reflective Practice SIG invited Dr. Farrell, a world-renowned expert on reflective practice, to give a day long workshop in Seoul. Manpal Sahota had an opportunity to interview Dr. Farrell to find out more about his beliefs on reflective practice.

Manpal: How did you initially get involved with reflective practice?

Dr. Farrell: One day in 1984 I was teaching a "conversation" class in a university in Korea. I set up the class in groups as usual and got them talking about a specific topic. As I stood back and listened to my students it hit me suddenly! I asked myself: What was really happening in my class? The class was going really well, but then I asked myself what does well mean, and how do I really know? So, rather than doing what many people think of as reflective practice, as problem solving (I do not), I actually approached it first from a position of exploring what was going well! That is my first clear recollection of real reflections. After that I began to submerge myself in explorations of classrooms and teaching and I have not stopped since. But I remain in awe of classrooms and teachers because of the magnificent job they are doing each day and because they care about their wonderful students.

Manpal: Why do you believe reflective practice can benefit teachers?

Dr. Farrell: This all depends on how people define reflective practice. Of course, teachers are free to define it any way they want and that is fine as I think each teacher must consider what it means for him or her. For me, the roots of reflective practice come from John Dewey. He suggested that teachers who do not reflect become slaves to routine. Routine teaching involves little reflection beyond thoughts of how to get students performing the usual tasks that you have always done in the past. Reflective teaching however involves moving beyond these routines (as I tried when I first got involved) to really looking at our practice in systematic ways. Dewey called this 'reflective inquiry' and he suggested that teachers become involved in exploring their classrooms and teaching by gathering data from their actual classroom actions. Therefore, one of the great practical benefits of reflective practice is that teachers can compare what they 'think' they do in their classroom with what they 'actually' do, thus bringing the two closer together. Reflective practice also enables teachers to be more articulate about what they do and why they do it, and as a result they can become more confident teachers. I have seen this over the years with all of the teachers I have had the privilege of working with. In fact, many teachers have admitted to me privately that they feel they had been "faking it" before they engaged in reflective practice and that they felt very relieved they were basically doing it right (for them) after the reflective process. In addition, they realize that they would never place themselves in such a position in the future now that they had the tools (e.g. journaling, observations, critical friendships, coaching, team teaching, etc.) to continue to reflect. This is because reflection is not a methodology; rather reflection is a way of being. In other words, you do not "do" reflective practice, you live it!

Manpal: What would you say to teachers who think they are too busy to reflect on their teaching?

Dr. Farrell: I guess this question is a natural follow-up to the previous. Yes, teachers are very busy but surely not too busy to become curious about what they are doing (not what they think they are doing) in their classrooms. Engaging in reflective practice does not have to be a grand or huge research project; it can be small and effective. For example, teachers who are curious about their questioning during classes (remember research suggests that we spend about 90% of our time as teachers asking questions, so this is our stock-in-trade so to speak) can record their class and just transcribe each time they ask a question as well as students' answers. They can consider the number of questions they ask, and the type and result of their questions and if these are the type of questions they really want to ask in their classes. They can make small changes and see what the consequences of these changes are. This can be done for giving instructions as well. Alternatively, they can keep a journal about one or more classes and write before, during (yes, teachers can jot down a few notes during a class) and after class and then review their journal after a few weeks and look for patterns. I guarantee you they will find patterns and it will amaze them. This is the way I started my own formal reflections and I discovered that I was following patterns in my classes - some of which I wanted to maintain and some of which I wanted to change. With journaling I started making more informed decisions about my teaching.

Manpal: In what ways do you reflect on your teaching practice?

Dr. Farrell: I always try to reflect on my own teaching and most of the time I try to write about it as you may have noted. For example, I wondered about how much my students retained from a graduate course I was leading in Canada recently so I engage in systematic reflective practice by having them construct concept maps at the beginning and at the end of semester and comparing both to note changes. I also interviewed and recorded each student about his or her map and later transcribed the interviews for evidence. I was intrigued with the results because concept maps not only allowed me to reflect as a teacher, but they also allowed my students to reflect on their learning. So, reflective practice is also important for our students to engage in; after all, many of my MA students will become teachers themselves. I also reflect-in-action during my classes to note what comments my students contribute and how I can create more opportunities for them to learn as we go along.

Manpal: What advice would you give to someone who has never heard about reflective practice before? What challenges do teachers usually face when they get started with reflective practice?

Dr. Farrell: The biggest challenge facing teachers with reflective practice is skepticism! Teachers may ask why they should reflect on their practice beyond the quick after class muse with perceptions such as "That was a good/bad class!" or "The students were not very responsive today!" While these reflections may act as a necessary starting point for most teachers, at the same time they do not produce any real evidence that their musings or perceptions have been correct or not. For example, some teachers end class really happy because they think it went well. Conversely, they may feel unhappy at the end of a class because they have

perceived it to have gone badly and worse, they spent a lot of time preparing for that particular class. Some teachers base their initial perceptions on their teaching on the way the students respond (e.g. yawning) or do not respond during class. This kind of 'evidence' may not lead to correct interpretations of the teachers' perceptions because that yawn may have nothing to do with your class and your teaching and everything to do with that student's lack of sleep or the like. Likewise, if the students do not respond to our teaching and the lesson, teachers should try to find out why they were not responsive without getting too defensive. So, teachers need to know why some classes go 'well' and other classes do not go so 'well' and how they define what this 'well' means. This is called evidence-based reflective practice. As such, teachers need to get solid data about what is really happening in their classroom rather than what they think is happening. They can do so in many different ways and through using many different reflective tools. I have written extensively on this over the years and a lot of the 'what' and 'how' is contained in one of my books that may be of help for teachers new to reflective practice. It offers ideas for how teachers can start with self-reflection and then move onto more collaborative reflection. The book is *Reflective Language Teaching: From Research to Practice, 2007, Continuum Press (UK).*

Manpal: Can you recommend any other resources for teachers who want to read more about reflective practice?

Dr. Farrell: I have a webpage with lots of stuff on reflective practice that teachers can use. (www.reflectiveinquiry.ca). Interested teachers can also send me an e-mail if they want ideas (tfarrell@brocku.ca). I also know that KOTESOL has a wonderful SIG on reflective practice and I would advise teachers interested in reflection to contact the facilitators of the SIG (kotesol.rpsig@gmail.com) as they hold regular monthly meetings on reflective practice throughout Korea. I believe the information is on the Korea TESOL webpage. I really strongly recommend teachers to join that SIG as many of the people I met at a recent workshop I gave in Korea in May were really wonderfully reflective practitioners and more importantly, had a great sense of humor which I think is healthy when looking at our teaching. As I said above, we must not get too emotional when looking at our teaching as many times we may not be responsible for a class going well or not going so well because each student will have a different take on what we are trying to teach. That is why teaching and classrooms are so exciting and why reflective practice is so important because we need to be able to gauge what is happening as best we can. Reflective practice allows us to bring our stated beliefs closer to our actual classroom practices and makes the classroom a center of inquiry. Remember the classroom is not only a place where students learn, it is also a place where teachers learn!

Manpal: What do you think is the next step for reflective practice in Korea?

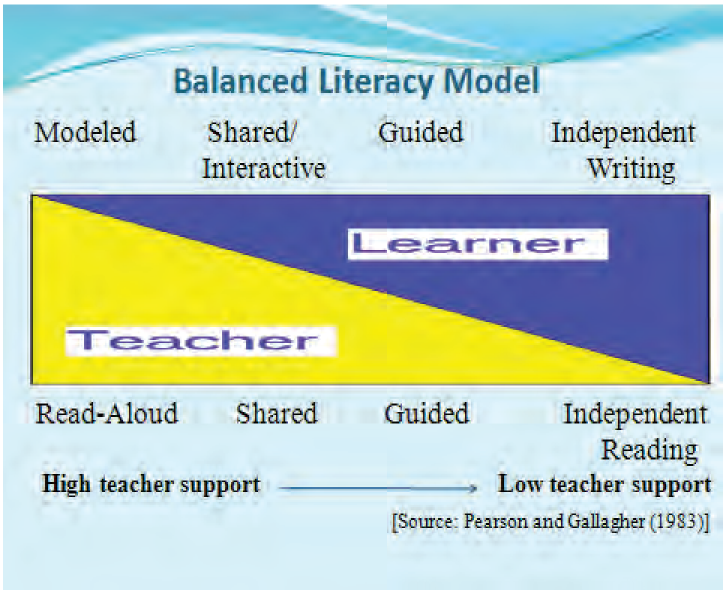
Dr. Farrell: As I mentioned, I am very impressed with the growth of the concept of reflective practice in Korea and especially the SIG on reflective practice within KOTESOL. I have also heard that there is a lot of attention given to reflective practice through social media such as blogs, Twitter, and the like. Teachers seem to be encouraging each other on social media to engage in reflective practice, and give presentations at seminars and conferences on it uses. While this is a great thing, I also worry that it is becoming a bandwagon of sorts. So, the next step within Korea and its approach to reflective practice is to carry out research on how it actually operates.

Continued on pg. 13

The Balanced Approach and Direct Instruction

Dr. Sang Hwang explores balanced literacy

Balanced literacy is getting the most attention in the field of education today. Bennett (2012) defined balanced literacy as a comprehensive program that contains all of the components necessary for students to master written and oral communication. Balanced literacy requires not only combining direct and indirect instruction, but also balancing instructional activities which include skills emphasis and meaning emphasis. Within the balanced literacy framework, the teacher's goal is to gradually release responsibility to students by the end of the program. For instance, in the beginning, the teacher demonstrates how enjoyable read-aloud activities can be, then allows students to join in and do choral reading as they become familiar with patterns and story structure (in shared reading and guided reading). At the end of the program, students read independently with low teacher support. By the same token, in writing, the teacher shows how to write in a conventional way in front of students (in modeled writing) and then allows students to participate in the writing activity (shared writing and guided writing). At the end of the program, students choose their own topics and write independently as shown in the model below.



These writing samples reflect students learning process. It is critical to determine when to correct students' mechanical errors. Knowing that grammar is essential for learning a new language, it is hard to make decisions such as whether or not we need to teach grammar directly. Direct instruction may lead to teaching grammar for grammar's sake. There are two different positions, in regards to teaching grammar to English language learners (ELLs). Some believe that direct instruction is necessary by focusing on grammar as a set of rules, while others tend not to teach grammar at all, believing that children learn their second language the same way they learn their first language. Language learners may produce expressions that are not exactly the language used by native speakers if not taught directly (NCLRC, 2012). Students' writing samples will clearly demonstrate what is going on in the students' minds.

According to the balanced literacy perspective, it is ideal when the teacher combines two different approaches together (direct and indirect, skills emphasis and meaning emphasis, using hands-on activities and by reading books for pleasure, etc.). To meet these combinations, this article presents several ways to utilize direct instruction with hands-on activities that incorporate balanced literacy components for meaning emphasis.

1. Modeled Writing and Sentence Cut-Up Strips:

First of all, allow the student to read what he or she wrote and then the teacher can discuss how it can be corrected. Let the student practice the complete sentence and then introduce the sentence in cut-up strips. Cut-up sentence strips are most effective for students struggling with sentence structure. The teacher writes a complete sentence while the student watches, and then cuts it up word by word. The words are then mixed up and the student is required to put them back in order to make a complete sentence.

Example: I want dream is animal training.
Teacher: My dream is to become an animal trainer.

2. Shared Writing and Modified Cloze Procedure

The teacher starts writing a story and then lets the student complete the story. Once it is completed, the teacher can erase words from several different places. The student fills in the proper words in the blank spots. When instruction is focused on parts of speech, such as pronouns, adverbs, and prepositions, the blank spaces should focus on those parts of speech. In order to practice the typical mistakes of the language learners, such as omitting –s or –ed or irregular tense errors, this modified cloze procedure may be the most effective.

3. Guided Writing (Writers' Workshop) and Pasta Punctuation

The teacher demonstrates first what he or she expects from the writing and teaches them the writing process, including prewriting, drafting, revising, editing and publishing. Students may use a pasta punctuation activity to practice punctuation marks by using real objects, such as M&Ms for periods, elbow pasta for quotation marks, cashew nuts for commas, and straws for exclamation marks. After adding more details during the revision process, students may check for mechanical errors to refine their writing prior to publication.

4. Independent Writing (Free Writing) and Peer Editing

Finally, the students get to write independently, choosing their own topics. The focus first should be given to the content without worrying about misspelled words, grammar errors, or punctuation mistakes. Then the students can exchange their writing and proofread in the peer editing process. Sometimes, others may recognize serious grammatical and semantic errors that the author did not notice. When the person is their peer, it is not embarrassing anymore.

5. Reading Aloud and Action Game

Another activity that the teacher may demonstrate is how to read aloud fluently and with enthusiasm. This is a great way to introduce literature to students on a regular basis. As students listen to the stories, they play action games by making noises with shakers or snapping their fingers when they hear the target sound or the specific point. For instance, if students learned about /ch/ sound, they would snap their fingers whenever they heard the /ch/ sound read. A good example is the book, "Chicka Chicka Boom Boom." That way, students will pay attention to the target sound while they enjoy stories in context. Next time, as the class reads different stories, students may use different tools, such as holding up a blue card, standing up, and so forth. The instruction can be as involved as "Stand up when you hear the compound word in the story, and sit down when you hear it again". This could be used as an extension to a lesson on compound words and contractions.

6. Shared Reading and Saying 'Blank' Strategies

In shared reading, students are allowed to join in or share the reading as they become familiar with the patterns or story structure. This is a good activity using big books or transparencies. As students read together, they may practice how to read for meaning with the saying 'blank' strategies. The saying 'blank' strategy is most effective when the learning emphasis is on comprehension rather than fluency. When the text involves foreign names or places, students may struggle with the pronunciations. Instead of hesitating to say the names perfectly, you may guide students to simply say "blank," "someone," or "some place," and then move on to concentrate on the big picture of the story.

7. Guided Reading and Mad Libs

Guided reading is a small group activity with students who are reading on their identified level. All students in the group have similar reading abilities and are guided by the teacher to use good reading strategies. Other students would be working in independent centers. When the group is learning about the parts of speech, including nouns, pronouns, adjectives, verbs, adverbs, etc., a good group activity is to play Mad Libs. Mad Libs are a great way to review the parts of speech and grammar skills. Students will offer their choices of the speech parts that are requested, such as "Give a noun. Give an adjective. Give me another noun. And another adjective...." They have no idea what story they will create at the end. Usually, students get silly stories at the end of this activity, because they did not make the story using context clues, but by providing the parts of speech that were requested. Pre-made examples can be easily obtained from search engines such as Google.

8. Independent Reading and Foldables

The ultimate goal of balanced literacy is to become independent readers and writers. Students should be able to enjoy reading and writing on their own at the end. Foldables are interactive, three-dimensional, student-made graphic organizers. They can be used for note-taking, journaling, cause and effect, comparing and contrasting, and vocabulary development. They also can be used as an alternative form of assessment. To teach vocabulary from the writing samples above, students will search for words and definitions in a dictionary or online, and create their own foldable. There are countless ways to use foldables, and examples are easily accessible online.

Continued on pg. 17

Dr. Sang Hwang is currently an associate professor in the department of education at West Texas A&M University. She completed her doctoral degree at University of Missouri-Columbia in 2000. Dr. Hwang teaches courses, involving evaluation in reading, content literacy, emergent literacy for undergraduate and graduate students at WTAMU.

Expat Life

Ttompatz

One question that quite often comes up after people have been working as English teachers for a couple of years is, "Where do I go from here?" There are several options available and I will look at a few of them in this column.

One option is returning home. For the large majority of English teachers this will be the most common choice. The thing to remember when you do go home is that a large number of both the hard skills (teaching and classroom management) and the soft skills (adaptability, self-discipline, etc.) that you have learned while living and working in a foreign country as an expat teacher do transfer well into the corporate world back home.

The other obvious choice is to continue teaching. If you have decided that you like teaching and want to make a career out of it there several avenues that you can choose from. A few teachers are content to stay in the entry level position. They have found their niche in public schools or at language academies and are comfortable doing the job, so there they stay. For those who want to move onward or upward beyond the entry level and make English language teaching (ELT) a career rather than just a temporary job, you will need three things: time, continued professional development, and commitment. The path you choose will largely depend on where your interests lie and what you would like to do.

For some of you, a path to working in academia as a university lecturer is the main career goal. This often requires adding a Master's degree to your credentials. The MATESOL is the common route for positions at the post-secondary level. After going through the time and expense of an MA program you can usually expect to find teaching-lecturer jobs in the tertiary education sector with remuneration packages in the 40 million won range with a decent benefit package and 9-12 teaching hours per week (plus 3-4 office hours per week) to be the norm throughout a large part of Asia.

Moving upward from there are those who continue into academic research in their respective field. Continued research, PhDs, publications and presentations are the benchmark for these positions. Salaries aren't particularly spectacular (40-50 million won per year) but the addition of other sources of revenue such as book/textbook royalties can be lucrative for those who are so inclined.

Another route that a lot of teachers take is to pick up a DELTA or a Diploma in TESOL and work in the private sector. They generally move into director positions, mid-level management roles, or work as teacher trainers in various TEFL programs. Costs for DELTA or Diploma in TESOL programs are usually in the neighborhood of 5 million won and take about 3-6 months to complete. Remuneration packages for these jobs are in the 24-40million won range. With that said, salaries in the low 30's with decent benefit packages tend to be fairly common. These jobs typically offer 40 hour work weeks, with 15-20 contact hours per week coupled with administrative duties.

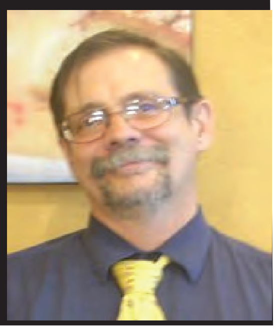
An additional route is to get out of the schools and into curriculum development, publishing, and consulting. This market continues to evolve and publishers like Oxford University Press, Longman, Cambridge University Press, and others continue to need qualified staff as writers, editors, contributors, testers, teacher trainers, and sales reps. Remuneration packages in this field vary widely, but entry level positions pay about 30 million won per year and there is room for advancement and upward mobility. Top earners in this field make well in excess of 250 million won per year in royalties, endorsements, appearance fees, and consulting fees.

The last option that I will look at is the most difficult, the most expensive in terms of time and money to get qualified, and potentially the most lucrative in the long term. It entails moving back to your home country, completing a post graduate certification in education (B.Ed. or PGCE) and obtaining certification as a teacher in your home country. After two additional years of experience at home you can then start looking at jobs in the international school sector. The field is competitive and related postgraduate degrees (MA, M.Sc., M.Ed., Ed. D., and Ph.D.) are commonplace, especially at the higher levels and better paying schools.

Decent schools in this sector have remuneration packages that are quite nice, including full benefits such as airfare, housing, relocation assistance, and tuition for children. Salaries for teachers have a wide variance, from packages starting at about 40 million won plus benefits per year to salaries topping out at about 100 million won per year plus an attractive benefit package.

So, what is the bottom line to all of this? Can you make a career out of ELT abroad? Certainly, "yes" is the answer. Can you make a decent living doing it? Yes. Is there a future in it? Yes. Will you get rich doing it? Probably not. However, being a teacher does have its own intrinsic benefits; look at the pride on teachers' faces on graduation day.

"Ttompatz" has been in the ESL game for some 16 years, most of which were spent in Asia and almost a decade of which has been spent here in Korea. As well as working as a teacher he has also spent many years as a volunteer at one of the foreigner help centers here in Korea. Contact him at ttompatz@yahoo.com.

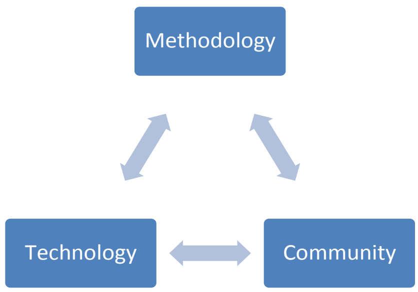


Conference Chair's Welcome
Phil Owen

Perfect Score: Methodologies, Technologies, and Communities of Practice

This year, as ever, the International Conference Committee has worked hard to bring you an interesting, enjoyable, and challenging conference.

Our theme focuses on the interactions of methods, technology, and colleagues as we try to better understand and improve language teaching and learning. Each part of the theme influences and is influenced by the other two parts of the theme in a never-ending cycle.



New this year:

- A panel of ELT leaders from Anaheim University will join us for a web-conference on Sunday morning. Appropriately – their topic will be **"Distance Learning"** and they will be practicing what they preach!
- We will also have a panel from an organization called ***Sunfull*** which is a group of Korean public school teachers committed to **combating cyber bullying** among students. We are very happy to be able to address this important issue at the conference.
- We also look forward to a panel of public school teachers who will be discussing the realities of **implementing the ideas and techniques** we see at conferences and read about in methodology books **in the real-life classroom**.

adding to this our usual mix of presentations by people from around Asia and beyond, and we promise you a conference to give you **something to use in your classroom and something to think about for a long time**.

On behalf of the whole International Conference Committee, I welcome you to a conference you won't soon forget!

Body Language, Body Learning

Scott Thornbury

Words come out of the mouth and go into the ear. But they're stored in the mind. And retrieved from the mind. And understood in the mind. They're also learned in the mind.

That, at least, is the conventional wisdom – especially from the point of view of cognitive psychology. "Language is instantiated in the minds and therefore the brains of language users." Thus argues Ray Jackendoff (2002, p. xiv). Theories of second language acquisition follow suit "Language learning, like any other learning, is ultimately a matter of change in an individual's internal mental state" (Doughty & Long, 2003, p. 4). Anything else, such as the social contexts in which language is used, or the physical stuff of the brain itself, or even the body in which the mind/brain is housed, are considered marginal, messy, uninteresting – mere noise.

Of course, such a view has a sort of intuitive attraction. Language, obviously, is in the mind. Where else could it be? Not in the body, surely?
Not in the body, perhaps, but maybe of the body. Some cognitive linguists have broken ranks and taken issue with the stark mind-body separation that has been fundamental to rationalist thinking since Descartes first famously declared, "I think, therefore I am". Johnson (1987, p. xiii), for example, argues that "the body is in the mind" and that "any adequate account of meaning and rationality must give a central place to embodied and imaginative structures of understanding by which we grasp our world."

Take, for example, expressions like "Social networking is *on the up*" or "*he was feeling down*." These are examples of what Johnson calls "the experiential embodied nature of human rationality" (1987, p. 100). The use of the word *up* to connote increase and *down* to connote decrease emerges, according to Johnson, "from a tendency to employ an UP-DOWN orientation in picking out meaningful structures of our experience. We grasp the structure of verticality repeatedly in thousands of perceptions and activities we experience every day, such as perceiving a tree, our felt sense of standing upright, the activity of climbing stairs . . ." (p. xiv).

Johnson argues that such experientially based "image schemata" are integral to meaning and rationality – and of course, language. The way that language *is*, the way we use language, and the way that language is learned are all structured and shaped by the fact that "the body is in the mind." One fairly obvious manifestation of this is the way we choose particles for phrasal verbs. We *fill up* the tank, the future is *looking up*, but people *let us down*, especially when they *put us down*.

What are the implications for language learning? On the assumption that bringing such relationships to conscious awareness may help learning, a number of researchers have investigated the mnemonic potential of unpacking the image schemata that "motivate" common idioms and phrasal verbs. Others, such as Holme (2009, p. 48) argue the case for using an enactment and movement (E&M) based pedagogy, thereby "building a bridge between movement, imagination and recollection." Thus, Lindstromberg and Boers (2005), drawing on research into L1 vocabulary learning that shows that acting out word meanings helps children increase their vocabularies, demonstrated that learners remember verbs better not only when they enact them, but also when they watch their classmates enact them. As Holme (2009, p. 48) puts it: "The body can be rethought as the expressive instrument of the language that must be learnt."

Other scholars take the notion of embodied cognition a step further, and go so far as to situate thought – and, by extension, language – not only in the body, but "in the world," on the grounds that, as Churchill et al. (2010, p. 237) argue, "brains are in bodies, bodies are in the world, and meaningful action in these worlds is in large part socially constructed and conducted."

In a recent article, Atkinson (2010) explores the way an extended, embodied view of cognition might affect second language acquisition. He suggests that language learning, rather than being an intellectual process of internalization, is a socially situated, adaptive behaviour, a process "of continuously and progressively fitting oneself to one's environment, often with the help of guides" (p. 611). Language is not just cognition; it is also behaviour.

One way that this teaching-learning behaviour is realised is through what is popularly known as "body language" the way that the teacher's gestures, for example, help construct meaning, and the way that the learner's body expresses understanding and engagement. To demonstrate how this might be realized in practice, Atkinson traces, in minute detail, the interaction a schoolgirl has with her English teacher, as they work through a grammar exercise together: an intricate meshing of language, gesture, gaze, and laughter, inseparable from the experience of learning itself, and bringing to mind these lines of Yeats:

> O body swayed to music, O brightening glance,
> How can we know the dancer from the dance?

References

Atkinson, D. (2010). Extended, embodied cognition and second language acquisition. Applied Linguistics, 31, 5.

Churchill, E., Okada, H., Nishino, T., & Atkinson, D. (2010). Symbiotic gesture and the sociocognitive visibility of grammar in second language acquisition. The Modern Language Journal, 94, 2.

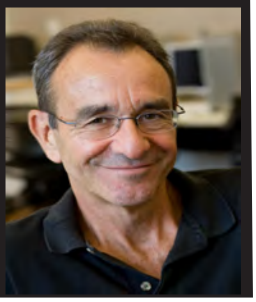
Doughty, C., & Long, M. (Eds.). (2003). The handbook of second language acquisition. Oxford, England: Blackwell.

Holme, R. (2009). Cognitive linguistics and second language teaching, Basingstoke, England: Palgrave Macmillan.

Jackendoff, R. (2002) Foundations of language: Brain,

meaning, grammar, evolution. Oxford, England: Oxford University Press.
Johnson, M. (1987). The body in the mind: The bodily basis of meaning, imagination, and reason. Chicago, IL: Chicago University Press.
Lindstromberg, S., & Boers, F. (2005). From movement to metaphor with manner-of-movement verbs. Applied Linguistics, 26, 2.

Scott Thornbury is the curriculum co-ordinator for the MA TESOL at The New School in New York. He is also Academic Director of the International Teacher Development Institute. He is the author of a number of award-winning books on language and on teaching, and is currently the series editor for the Cambridge Handbooks for Teachers. His website is: www.thornburyscott.com



The 2012 KOTESOL International Conference is one of the biggest events in Asia, and we want to see you there!

Check KoreaTESOL.org for more information about the conference.

Remember, you can cast your vote in the elections at the conference as well.

Don't miss any of the speakers on October 20-21st!

Continued from page 7

For example, I have seen presentations that suggest teachers gather together in small groups to reflect and that this is 'good' for them and their teaching. But what research has been carried out it in Korea to actually back this up? Also, teachers have been told thatpresentations that suggest teachers gather together in small groups to reflect and that this is 'good' for them and their teaching. But what research has been carried out it in Korea to actually back this up? Also, teachers have been told that engaging in classroom observations with a peer is beneficial, but where is the evidence? So, when I talk about reflective practice, I talk about 'evidence-based' reflection rather than what I think is happening now which is 'values-based' reflection or what should work. In order to be recognized as professional teachers we must move beyond emotion and towards facts, and conducting research on reflective practice in Korea would be a great start. I would be available for advice should anyone want to get started with such research. Also, my book - *Reflective Language Teaching: From Research to Practice (2007, Continuum Press, UK)* - has case study examples in each chapter that I conducted in many parts of the world (including Korea) that teachers can consult. You asked me in the first question how I got started, well my biggest project in Korea was the formation of a teacher reflection group as part of my PhD dissertation and of course, the results are research based and included in the book. So, I do hope teachers consider how to organize research in Korea (because it is context-specific) and even fund such projects. Again, I can consult or even help conduct such research. Perhaps KOTESOL can also provide such funds. For example, I would love to work with a group of teachers in Korea again and compare the results to my first project in 1994 and also with the results of the group projects I have just finished in Canada that I am in the process of publishing.

Manpal: Are you planning to return to Korea anytime in the future?
Dr. Farrell: I just got back from giving a two-day workshop on reflective practice in Beijing, China with 220 teachers and it was great! Not sure yet about my next adventure in Korea, but I am always looking for reasons to come back to Korea to collaborate with teachers, so if you know anyone who wants to invite me again, please let them know I am always eager to return.

Communities of Practice: What Are They?

Brock Brady

Etienne Wenger (2006), who along with Jean Lave coined the term "communities of practice," defines *communities of practice (henceforth CoPs) as groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly*.

Some groups form CoPs naturally and easily; craftspeople like auto mechanics, carpenters, nurses, and in many cases salespeople work alongside each other observing individual strengths and weaknesses, and sharing ideas to make the work more effective or less onerous. Teachers, however, do not work alongside other teachers. This may in some cases make them defensive about their personal craft. Therefore, conscious formation of CoPs is essential for teachers because sharing ideas about teaching and demonstrating and practicing elements of the craft together is the essence of professional development.

Not all communities are CoPs. People in a geographic community may socialize, but their community is not about something they all do. An alumni association may be be based on a shared experience, but the association's discussions are not about how to do something better. Teachers' lounges are notoriously not CoPs. More typically, the discussion begins with how bad the students are, how bad the administrators are, how bad the administrative policies are . . . and never gets to the question of how to teach better.

What Are the Characteristics of Communities of Practice?

Communities of Practice emphasize "getting a second pair of eyes on one's values, beliefs, and practices." As is the case with proofreading, oftentimes the second pair of eyes does not need to be the eyes of an expert but simply someone who can give a fresh perspective.

As such, CoPs are robustly egalitarian with novice participants being accepted and participating equally as peers. Also, expertise is distributed. Some members may have different types of expertise than others, but that makes for a richer, more well-rounded community.

An important aspect of CoPs is that all members need to agree to the practice of "willful respect"; that is, that all members are respected fully and equally, simply because of their participation in the community, not because of expertise or renown gained elsewhere. CoPs operate on a first-name basis and are places where mutual respect and trust mean not only that one can be fully open in sharing one's knowledge, skills, and concerns, but that members let down their defenses so they can be open to the feedback that might normally bruise egos.

Conversation in CoPs, following the work of Mikhail Bakhtin, is not dialectic (that is, confrontational) but dialogic (like Socrates, we ask good questions and build on/modify our assumptions together. As such, practices like active listening are fundamental to CoPs. While seeking to enhance practice, CoPs are essentially altruistic and always look to seek win-win outcomes.

In that CoPs are a craft approach to learning, their activities are rooted in experience. Demonstration, rehearsal, and experimentation are all elements of CoPs and relationships among members often take on mentor-apprentice qualities.

What Are Commonly Productive CoP Activities?

Common activities carried out in CoPs are sharing of professionals resources (journal articles, teaching materials), sharing classroom tips and exploring classroom challenges, lesson study, action research projects, preparing presentations, and debriefing mutual peer observation (to get a second pair of eyes on the members' classrooms).

Other activities that are often popular include establishing and monitoring professional development plans or other types of action plans (for example, gradual institution of classroom routines), and general efforts to value and validate, as well as evaluate, each member's skills and experience.

In some cases, with Non-native English Speaking Teachers (NNESTs) simply having a group where one can practice and use English on a regular basis is a particular benefit of CoPs. In fact, the U.S. Peace Corps, trying to find ways to maximize the recent college grads with little or no ELT experience, is focusing on partnering volunteers with novice teachers or teachers in rural areas who need additional practice in English in CoPs with the specific targeted outcome of increasing the amount of procedural English that NNESTs use in their classrooms.

What Are other Considerations for Effective formal Communities of Practice?

CoPs typically formalize when the membership grows to a size that requires members or staff to specialize in event planning, membership recruitment and maintenance, and budgeting and finance to manage the additional services that members seek. With increasing numbers of members, more people participate for different reasons, and typically the membership becomes more diverse. These factors, along with the loss of regular face-to-face interaction for all members, move at least part of the organization to a management structure, not a CoP, and create the potential for cultural misunderstandings.

Consequently, decision-making must be much more mindful. Those willing to implement initiatives must telegraph intentions well in advance (we rarely like to be surprised); check and double check not only possible conflict of interest, but even the perception of conflict of interest; remember that all that is permitted is not necessarily desirable (and efforts that promote the association's mission are always preferable to efforts that fall simply within the association's mission), recognize varying cultural norms within the membership and anticipate their reactions, recognize and value reservoirs of member goodwill, do face work so that no one feels any loss of face, seek comment and buy-in, and validate and value all feedback. Such close attention to the feelings, concerns, and needs of all will maintain the trust and mutual respect essential to all communities of practice.

Reference

Wenger, E. (2006) Communities of practice: A brief introduction. Retrieved from http://www.ewenger.com/theory/

Brock Brady is the Programming and Training Education Specialist for the U.S. Peace Corps, a volunteer development agency. He recently completed three years as President-Elect, President, and Past President of the TESOL International Association. Currently, he is on the Editorial Board of Asia TEFL.

Call for Presenters

Seoul KOTESOL is seeking workshop type presentations for the Seoul KOTESOL Conference, Saturday 30 March 2013 at Sookmyung Women's University, Seoul

Presentations will be one of three types:
Regular Workshops (50 min)
Pecha-Kucha (6 min. 40 sec.)

The deadline for workshop proposals is 30 November. Send your proposal and a short biographical brief to John Steele: steele@cau.ac.kr

See Brock Brady, and many other speakers at the 22nd International Conference this October 20-21. Go to KoreaTESOL.org to preregister right now.

Moving Students Toward a "Perfect Score" with Project-Based Learning

Fredricka L. Stoller

Project-based learning has been billed as an effective means for promoting purposeful language learning. Because of its versatility, it has been integrated into language classrooms with young, adolescent, and adult learners as well as classrooms with general, vocational, academic, and specific language aims. Reported benefits include students' language and content learning, in addition to their improved self-confidence. Equally important are reports of students' sustained motivation and engagement. These positive outcomes make it easy to understand why project work has been advocated by many English language teaching (ELT) professionals (e.g., Beckett, 2005; Beckett & Miller, 2006; Debski, 2006; Fried-Booth, 2002; Lee, 2002; Stoller, 2006). In this article, I comment on the versatility of project work and introduce a seven-step process that can guide teachers, materials writers, and curriculum developers in maximizing the benefits of project work.

Versatility of Project-Based Learning

Project work has been translated into practice in many ways, with variations linked to students' ages and proficiencies, course objectives, institutional constraints, and available resources. Typically, projects are content driven, though emphases vary. In some settings, project work is a natural extension of what is already taking place in class. In other contexts, projects shift students' attention away from the standard curriculum, thereby adding novelty to the students' educational experience. Projects oftentimes extend instruction beyond the four walls of the traditional classroom, taking students into other classrooms, into the community, and onto the web.

Projects differ on other dimensions as well. Some projects are highly structured by the teacher, whereas others are semi-structured. In some settings, students are granted the independence to define the goals of their individual projects. Some projects focus on real-world issues with the aim of exploring, understanding, and possibly solving a real-world problem. Other projects center on more global issues, including human rights, stereotypes, and social responsibility (Cates & Jacobs, 2006), or on an understanding of the target culture (e.g., Allen, 2004; Levine 2004). What distinguishes project work from many language activities is the importance placed on tangible outcomes (e.g., theatrical productions, written reports, posters, class newspapers, oral presentations, multimedia presentations), which permit students to set achievable goals (Beckett & Slater, 2005), track their progress, and assess the results of their work.

The versatility of project work makes it challenging to articulate a single definition of project-based learning. Rather than a conventional definition, here conditions that should be present for effective project work to take place are proposed:

Project-based learning should:
- have process and product orientations
- extend over a period of time
- encourage the natural integration of skills
- make a dual commitment to language and content learning
- require students to take responsibility for gathering, processing, and reporting information
- allow for nontraditional teacher and student roles
- result in tangible final products
- conclude with student reflections on process and product

Seven-Step Process

The seven-step process outlined below can be adapted by teachers who desire to integrate project work into their language classes.

1. **Agree on project theme(s)**. Students take part in defining the project and designating a theme.
2. **Determine tangible final outcome(s)**. Students and instructor decide on the project's final outcome(s).
3. **Structure the project**. Students and instructor decide on details, including student roles and responsibilities, that guide students from early stages through project completion.
4. **Gather information**. Students gather pertinent information, while the teacher explicitly addresses the skills, strategies, and language needed at this stage.
5. **Compile and analyze data**. Students compile, analyze, and synthesize information, while the teacher addresses the skills, strategies, and language needed at this stage.
6. **Report information**. Students present final project outcome(s), after engaging in teacher-led language-improvement activities designed to contribute to successful project completion.
7. **Evaluate project**. Students reflect on project in addition to the language and content learned.

Conclusion

Project work has earned the endorsement of many ELT professionals because of its positive effects on students' language development, content learning, and motivation. Designing projects to maximize these benefits should be the goal of ELT practitioners who incorporate project work into their classrooms.

References

Allen, L. Q. (2004). Implementing a culture portfolio project within a constructivist paradigm. Foreign Language Annals, 37, 232–239.

Beckett, G. H. (2005). Academic language and literacy socialization through project-based instruction: ESL student perspectives and issues. Journal of Asia Pacific Communication, 15, 191–206.

Beckett, G. H., & Miller, P. C. (2006). Project-based second and foreign language education: Past, present, and future. Greenwich, CT: Information Age.
Beckett, G. H., & Slater, T. (2005). The project framework: A tool for language and content integration. English Language Teaching Journal, 59, 108–116.
Cates, K. A., & Jacobs, G. (2006). Global issue projects in the English language classroom. In G. H. Beckett & P. C. Miller (Eds.), Project-based second and foreign language education: Past, present, and future (pp. 167-180). Greenwich, CT: Information Age.
Debski, R. (2006). Project-based language teaching with technology. Sydney, Australia: National Centre for English Language Teaching and Research.
Fried-Booth, D. L. (2002). Project work (2nd ed.). New York: Oxford University Press.
Lee, I. (2002). Project work made easy in the English classroom. The Canadian Modern Language Review, 59, 282–290.
Levine, G. S. (2004). Global simulation: A student-centered, task-based format for intermediate foreign language courses. Foreign Language Annals, 37, 26–36.
Stoller, F. L. (2006). Establishing a theoretical foundation for project-based learning in second and foreign language contexts. In G. H. Beckett & P. C. Miller (Eds.), Project-based second and foreign language education: Past, present, and future (pp. 19–40). Greenwich, CT:

Fredricka L. Stoller is a Professor at Northern Arizona University, where she teaches in the MA-TESL and Ph.D. in Applied Linguistics programs. Her professional areas of interest include L2 reading, project-based learning, content-based instruction, and disciplinary writing.

Continued from pg. 9

The best way for a student to learn writing skills is to give students many opportunities to practice writing. It is especially important to provide prompts that children have experienced or are familiar with. The quality of a student's writing and their attitude about writing is affected by how they feel about what they write. A teacher can aid English language learners with positive feedback, and provide the student with a purpose for writing. A teacher can also provide a text rich environment that presents many examples of good writing. In order to encourage students to develop ideas and present them on paper, a non-threatening environment should be maintained. In other words, do not place too much emphasis on spelling, grammar or mechanics, but rather on content and ideas.

The article presented many different ways of combining direct instruction activities (Sentence Cut-Up Strips, Pasta Punctuation, Peer Editing, Action Game, Mad Libs, Foldables, etc.) and the balanced literacy requirements (Reading aloud, Modeled Writing, Shared Reading, Guided Reading, Independent Reading and Independent Writing). By combining these two different approaches, students will receive benefits from direct instruction and meaning emphasis in their language learning classroom. Sometimes, students need direct explicit instruction in explaining certain grammar points. Other times, they should be encouraged to read just for the sheer enjoyment it can give. When these two are offered at the same time, the experience of learning to read becomes far more meaningful and fun. When balanced literacy and direct instruction are paired, it creates different learning opportunities for children, and thus creates more chances for success.

References:

Bennett, C. (2012). What is balanced literacy? http://www.wresa.org/ERR/Module%201.pdf.
National Capital Language Resource Center (NCLRC). (2012). Teaching Grammar.
The essentials of language teaching. http://www.nclrc.org/essentials/grammar/grindex.htm.
Pearson, P. D. and Gallagher, M. C. (1983). The instruction of reading comprehension. Contemporary Educational Psychology, 8, 317-344.

We want to hear from our readers! Tell us how we are doing at tecfeedback@gmail.com. Tell us what you like, what you don't like, and how we can improve TEC for you!

(Even) More-and Better-Help With Vocabulary

Frank Boers

It is well recognized that second language proficiency hinges on vocabulary knowledge. It is also well recognized that building a sizeable vocabulary in a second language is daunting. For example, good comprehension of non-simplified reading or listening texts has been estimated to require knowledge of over 7,000 words. That's a lot of words to be learned, even if it were "just" for receptive purposes. Even so, figures like these do not do full justice to the actual learning burden involved.

For one thing, the figures refer not to single word forms but to word *families*. For example, *argue*, *argues*, *argued*, *arguing*, *argument*, *arguments*, *arguable*, *argumentation*, *argumentative*, and *arguably* make up one word family. It cannot be safely assumed that if a learner knows one member of the family, its relatives will be understood as well. Not only does the learner need to recognize the root that is common to members of a single word family, interpreting the precise meaning of each member can be tricky. An *argument* in *My wife and I had an argument again* is rather different from its use in *There's a strong argument for task-based learning*. One might argue that knowledge of morphology and affixes can help learners work out the meaning of derivations. Unfortunately, such a word-part strategy is far from waterproof. For example, the prefix *in* will often denote something negative, as in *incompatible*, *indecisive*, and *invalid*, but analogical reasoning will put the learner on the wrong foot when interpreting *invaluable*.

As already exemplified by *argument*, the vocabulary learning challenge is augmented by the fact that most words have more than one meaning. Learning a word is thus not simply a matter of establishing one form-meaning connection; one form can correspond to different meanings. If those meanings are somehow connected (as in the case of *argument*), we are dealing with polysemy. *Why she got married to him is beyond me* and *The ball landed beyond the fence* appear to display quite different uses of *beyond*, but the former can nevertheless be shown to be related to the latter: if the ball is beyond the fence, it is out of reach; in a similar vein, her getting married to him is out of reach of your mental powers. Research shows that helping learners appreciate such connections between the different uses of polysemes helps them remember these meanings. Making such connections will not always be feasible, however, because a word form can also have different meanings that are not related in any obvious way (anymore), in which case we are dealing with homonymy. A student who knows the meaning of *course* in the study context (e.g., a course at university) may not automatically understand the use of the word in its "navigation" sense, as in *the ship set course for America* or in the figurative idiom *stay the course*.

As is apparent from the above examples, vocabulary knowledge extends beyond single words, too. With the advent of corpus linguistics, it has become abundantly clear that a lot of everyday language use consists of multiword units. Teachers are confronted with this "idiomatic" dimension of language each time they give corrective feedback to students along the lines of, "There's no rule for this; it's just not said that way in [English]." What sounds idiomatic in one language often sounds odd in another, and may not be immediately obvious why some phrases (e.g., *time will tell*) have become institutionalized while others (say, *time will show*) have not. When students ask "why?" we tend to answer, "That's just the way it is." And yet, it turns out that it *is* often possible to provide an explanation: *time will tell*, for example, is clearly privileged by its alliteration (the repetition of the word-initial consonant). The stock of multiword units abounds with expressions that show alliteration or other catchy sound patterns that seem to have given them an advantage in the competition for standardization. Helping learners appreciate such "phonological" motivations for the lexical composition of multiword units has been shown to be beneficial for retention, too.

Help can be given to students also when they try to come to grips with that subset of multiword lexis that is probably most reputed for its elusiveness – figurative idioms. As an EFL learner myself, I was long convinced that the expression *jump the gun* referred to bravery. I took "the gun" to refer to a firearm, and the expression evoked an image of someone bravely trying to disarm a criminal. I only realized that I'd got the wrong end of the stick when I found out that "the gun" in the expression *jump the gun* is not of the killing type but of the type that signals the start of a race. I also used to think the phrase *follow suit* meant "being obedient to authority." I'd pictured men in suits. Of course, this interpretation was wide of the mark: "suit" in this phrase refers not to clothing but to playing cards, and the idiom means "doing the same thing as the person before you," generalized from certain card games where you have to play a card from the same suit as the previous player. We know from research that using mental pictures in learning idiomatic expressions makes the expressions very memorable. However, teachers and materials writers can help considerably by steering the learners toward a mental picture that is fully congruent with the actual meaning of the expression, and that helps the learners see that the meaning of the expression "makes perfect sense."

Frank Boers is an Associate Professor at the Victoria University of Wellington, New Zealand. Most of his current research interests were sparked by his long experience as an EFL teacher. His work has appeared in journals such as Applied Linguistics, Language Teaching Research, System, Language Teaching, and Annual Review of Applied Linguistics.

The Importance of Being Extensive

Rob Waring

When students read extensively, they read lots of very easy, enjoyable books to build their reading speed and reading fluency. This can be contrasted with intensive reading. When students read intensively, they read to study *about* the process of reading works; by reading a text slowly and carefully in order to study the text and the language. Usually this means pre- and post-reading activities, comprehension questions, and so on.

By contrast, Extensive Reading aims to help the student become better at the skill of reading by actually reading whole books rather than reading to study the language itself. Both of these types of reading benefit students who are learning to read. When students are reading extensively they R-E-A-D:

Read quickly and
Enjoyably with
Adequate comprehension so they
Don't need a dictionary

In order to read quickly and fluently (at least 150-200 words per minute), the reading must be easy. If there is too much unknown language on the page, it slows the natural movement of the eye, affects comprehension, and turns the fluent reading into a form of "study reading." There are thousands of graded readers from dozens of publishers that can help students practice these vital skills. A list of these can be found below.

The Extensive Reading Foundation Guide to Extensive Reading is aimed at teachers; it introduces Extensive Reading and:

• Explains what Extensive Reading is and why it is so vital to language learning.
• Explains what graded readers are.
• Shows how to set up and manage an Extensive Reading program.
• Shows how it complements intensive reading.
• Explains how to assess and evaluate the reading.
• Illustrates how some graded reader series complement each other.
• Introduces the ERF Graded Reading Scale.
• Shows how to do Extensive Listening.
• Many more things.

The guide is free and can be downloaded at http://erfoundation.org/ERF_Guide.pdf.

Why Do Extensive Reading?

Here are a few of the many reasons why Extensive Reading is good for language development. Extensive Reading helps students by:

• Allowing them to meet the language naturally and see how it works in texts longer than those in textbooks.
• Developing confidence, motivation, enjoyment, and a love of reading as well as reducing any reading anxieties which leads to more effective language users.
• Letting them build vocabulary knowledge through meeting thousands of words and lexical patterns repeatedly.
• Allowing students to develop a deep understanding of how grammatical patterns work in a variety of contexts through repeated exposure.
• Building reading speed and reading fluency. This allows students to process the language more automatically leaving space in memory for other things.
• Letting students read at or near their own ability level so they can develop good reading and listening habits.

Extensive Listening

Extensive Listening is the sister of Extensive Reading. When students listen extensively, they listen to texts which are easy to understand, so they can build their listening fluency. Students can practice their extensive listening through chatting with friends, listening to audio recordings from CDs and through various online websites. See the links below for many websites that offer free online listening.

Extensive Reading Resources

The Extensive Reading Foundation:
www.erfoundation.org
The ERF Guide to Extensive Reading:
erfoundation.org/ERF_Guide.pdf
The ERF Graded Reader List:
https://sites.google.com/site/erfgrlist/
The Extensive Reading Pages: www.extensivereading.net
ER Moodlereader: www.moodlereader.org
The Japan ER Association: www.seg.co.jp/era/
The Korean English Extensive Reading Assn:
www.keera.org
The Extensive Reading Bibliography:
www.erfoundation.org/erf/bibliography/
Rob Waring's ER Website: www.robwaring.org/er/
The Extensive Reading Discussion List:
groups.yahoo.com/group/extensivereading/
Online Extensive Listening Resources:
www.robwaring.org/el/online_listening.htm
The ERF YouTube Channel:
www.youtube.com/user/TheErfoundation

Dr. Rob Waring is an acknowledged expert in Extensive Reading and second language vocabulary acquisition. He has presented and published widely on these topics. He is Associate Professor at Notre Dame Seishin University in Okayama, Japan. Professor Waring is Vice-President of the Korea English Extensive Reading Association (KEERA).

The 20th Annual Korea TESOL International Conference

Perfect Score: Methodologies, Technologies, and Communities of Practice

Two-Day Conference Schedule

Saturday: October 20th	
0900–0945	Concurrent Presentations
1000–1045	**Frank Boers** (Featured Session) + Concurrent Presentations
1100-1130	Opening Ceremony
1130-1215	**Co-Plenary Session: Mike Levy & Glenn Stockwell** *Mobile Language Learning: Turning Challenges into Opportunities*
1230-1315	Lunch & Chapter/SIG Meetings
1330-1415	**Fredricka Stoller** (Featured Session) + Concurrent Presentations
1430-1515	**Rob Waring** (Featured Session) + Concurrent Presentations
1530-1615	**Clara Lee Brown** (Featured Session) + Concurrent Presentations
1630-1715	**Mike Levy** (Featured Session) + Concurrent Presentations
1730-1815	**Plenary Session: Brock Brady** *Plant Teacher Communities of Practice – Harvest Personal Satisfaction and Professional Growth*
1820-1920	Pecha Kucha Session
1920-2000	Reception (Open)
2000-2200	Banquet (Invitation)
Sunday: October 21st	
0900–0945	**Featured Colloquium:** *Moving to Online Instruction* **David Nunan / Martha Clark Cummings / Ken Beatty / Denise Murray / MaryAnn Christison +** Concurrent Presentations
1000–1045	**Kyungsook Yeum** (Featured Session) + Concurrent Presentations
1100-1145	**Plenary Session: Scott Thornbury** *The Secret History of Methods*
1200-1245	**Neil Anderson** (Featured Session) + Concurrent Presentations
1300-1345	**Ken Wilson** (Featured Session) + Concurrent Presentations
1400-1445	**David Paul** (Featured Session) + Concurrent Presentations
1500-1545	**Glenn Stockwell** (Featured Session) + Concurrent Presentations
1600	KOTESOL Annual Business Meeting

Concurrent Presentations include over 200 academic and promotional sessions as well as a 20/20 Session, a second presentation, by each invited speaker.

20/20. 20 Great Years | 20 Great Conferences

One of the most interesting, and most nerve wracking things I have done is present at a KOTESOL international conference. My first application to present at the international conference was rejected. Getting accepted is just not that easy. That didn't stop me from trying again a year later. I was overwhelmed when I received an email accepting my proposal, and realized that I would be presenting.

Being accepted shows that your peers have faith in your ability to present interesting and useful information. As a presenter I try my best to live up to that faith.
The first time I presented at the international conference, I was given an early Sunday morning timeslot. I had maybe twenty or twenty five people attend my session. Considering the time of day, I was really surprised. It didn't hurt that the day before, I had gone and introduced myself to everyone I could find, handed them my business card and told them a little about my presentation if they were interested. This networking and self publicity is incredibly important in helping attendees decide what to see, in my opinion.

I always end up feeling nervous before the presentation but, once you begin speaking, everything seems to go into overdrive.

On the day, I set up and practiced with my slideshow before anyone entered the room, and was ready to go when it was time to start. I had my handouts organized and arranged. I worked to make sure I was smiling and greeting people as they came into the room. I always end up feeling nervous before the presentation but, once you begin speaking, everything seems to go into overdrive. I kept an eye on the clock to ensure that I didn't get swept away by audience responses and questions as I worked to cover all the main points in my presentation.
While it was my first time presenting at the international conference, this was not the first time I had given that presentation. In fact I had been working with the material for over a year at different chapter meetings and national conferences. I was confident in my ability to answer any questions on the subject, and the one or two curve balls the audience threw at me were easy to deal with. I have gone to some presentations where the presenter has obviously never presented the material before. I would advise against this: the international conference is a high pressure presentation environment and it helps to have ironed out the little details before you speak there. I made a mistake during my presentation, recognized it quickly and made a quick joke of it. A KOTESOL audience is always willing to forgive you if you recognize that you can make mistakes and aren't scared of them.

After I had finished, I had a few people who wanted to ask questions so I brought them out into the courtyard and talked through the ideas they wanted to share. I can't stress how important it is to get out of your room when your time is finished. You have to remember that there is normally another very nervous presenter waiting to set up and give their presentation. It is important to remember that someone is following you and every minute you go over costs the next person time and and can really change the schedule dramatically.

I remember speaking at another conference where my scheduled time ended up being pushed back by an hour and a half because of late starts and run-overs. The international conference just can't afford the loss of time, so pay attention to the clock and be sure to leave the room when you are finished.
I do a lot of presentations throughout the year for KOTESOL and I see even more. Based on these experiences, there is some general advice I would give to presenters:

1. Know your material. Before you give a presentation, sit down and write out the questions you are most likely to be asked by your audience. Take the time to make sure you can answer the questions. Know some of the background debate surrounding the topic and the names most involved in the area.
2. Practice. Get a friend to sit and watch you go through your presentation, let them ask you questions, interrupt you, and try to throw you off your game. The confidence you build here will carry through into your presentation.
3. Be prepared. For example, have your handouts ready the day before. Make sure you have multiple hard copies of your presentation in case your usb drive fails,have more than one usb drive with the presentation on it, and/or have emailled your presentation to yourself.

KOTESOL Views is a new monthly column written by members that covers a wide variety of topics.

Peadar Callaghan graduated from the University of Limerickwith an Ma in ELT. He has been working in Korea for almost seven years. During thistime he has become a very active presenter with KOTESOL presenting at both the national and international conferences. Peadar is also the president of Daegu Chapter KOTESOL and very actively involved at the national level of KOTESOL.

Re-envisioning Vocabulary Cards

Andy Noonan gives us a new look at an old teaching tool

What images does the word *flashcards* conjure up? Perhaps it takes you to some horrific scene of yesteryear with you as the unhappy star, flipping through a pile of lifeless L1 to L2 translations, bored after five cards but still hoping, somewhat desperately, that something will sink in so you can pass a test on Monday. It doesn't have to be that way and I'm going to make the case that vocabulary flashcards can be engaging, personally meaningful, and startlingly efficient for the intake of new lexis. First, let's start with what we know about vocabulary acquisition:

- It takes between 5-16 repetitions of a vocabulary item before it is learned, in the sense that the meaning is known (Nation, 1990). That number may be much higher if our goal is automatic recall. This demands that we devise methods for the conscious and principled recycling of lexis.
- Vocabulary consists of more than just single words. It includes collocations, semi-fixed and fixed expressions: multi-word units that behave as single words in that they express one meaning. These are referred to as lexical chunks or formulaic sequences.
- Research has shown that learning vocabulary chunks has a number of benefits including increased processing speeds for reading (Conklin & Schmitt, 2008, p. 73) and mirroring a child's L1 acquisition, chunks can be internalized, analyzed and torn apart inductively to be available for novel constructions (Peters in Schmitt & McCarthy, 1997, p. 229-30).

Consider this simple formulaic predicate as an example: *go for a run on the beach*. If students were to learn each word individually, they would perhaps be exposed to run, beach, definite article the, indefinite article a/an as beginners. The articles would remain problematic until the upper intermediate or advanced levels. The construct, go for a + noun (run, walk, drive, smoke) might not appear until the pre-intermediate stage or later. At any rate, if the student tries to communicate go for a run on the beach using vocabulary that was introduced discretely, we can see what troubles they would have trying to fit the pieces together in an accurate way and with reasonable fluency, 'reasonable' being the amount of time the listener would stand around waiting for the sentence to be expressed. Yet, this is the way that much of vocabulary is introduced.

Imagine a different scenario, one in which the student (child or adult) has learned the sequence *go for a run on the beach* in the third week of study, after the teacher elicited things students like to do on the weekend. With a few weeks of consistent study, the student can produce this to talk about her own life. Given time, the student will be able to communicate things like *go for a walk with my dad*, *go for a drive in the mountains* without being aware of the internal processes that helped transform the original chunk. The students are able to communicate more in less time. But how do we guide our students to learn these chunks in the first place?

We return now to our flashcards. We know that students have different learning styles and preferences. Simple translations of vocabulary do work for some students; about 25% of learners do best with this kind of flashcard (Kellogg and Howe in Nation, 1982, p. 28). (not in references) However, the great majority of students require alternative ways of connecting words with meaning.

Varying the types of activities to introduce the lexis helps to keep the students interested in the process.

For less easily conceptualized vocabulary, we can look to Nation's keyword technique, in which the student creates an image that includes a hint for pronunciation, a clue to the meaning and if possible, an emotional element to stir the student's affective engagement (Nation, 2003, p. 15).

Gathering the lexis

Through the deliberate setting of weekly, term and life-time goals, you can guide your students to align the vocabulary they find with how they see using it in the future. To illustrate, if one of my students is going to be a medical doctor in southern Taiwan, some of his English needs will include giving case presentations, writing medical reports, talking to English-speaking patients and possibly presenting at international conferences. Doing these tasks fluently will be his life-time goal. By the end of this term, he may want to be more comfortable giving short case presentations and knowing some basic phrases to make his patients feel more at ease. Two weekly goals that align to these would be to learn 5 phrases for giving a presentation (e.g. Thank you all for coming, it's my honor to speak to you this morning, I'll be covering three main points, you can see from this figure that, and as a result) and watch one episode of Grey's Anatomy and find 3-5 phrases a doctor might use with a patient. These 8-10 formulaic sequences would be made into flashcards that directly address his linguistic goals.

If the class is using a textbook, put their textbook vocabulary through an on-line concordancer to find common word partners; better yet, show students how to do it themselves. For university students, current or future, a diet of vocabulary from the Academic Word List (Coxhead, 2000) combined with the results the students have found from a collocation dictionary would be incredibly helpful. Before the students put the words on cards, check the chunks for accuracy. If the students keep an electronic copy of all the chunks they have studied, then you have an easy resource to check when guiding them towards new necessary items. Google Docs, a free on-line platform for sharing and collaborating on documents, would make managing these lists easier.

Procedure

What follows is a description of the basic method that I have been developing for using flashcards to introduce and recycle lexical chunks intensively.

Day One: Collecting the lexis

Students bring in a list of the chunks they have gathered or brainstormed. These may be complex predicates, such as things they do in their daily lives (e.g. work on the computer, make a presentation using Prezi), or other phrases they have chosen according to their future goals, like the medical English detailed above. To make things somewhat easier on me, I choose 15 of these chunks that I think most of the students in the group would find useful. I correct the word choices, grammar and spelling and create a final list that will be the basis of the next cycle of flashcard work. Finally, I will assign students to draw pictures or keywords for the 2-3 chunks that they found and that will appear on the final group list. I will later gather these drawings and tape them onto a master sheet so that I can make copies for all the students.

Day Two: Introducing the lexis

I have used a number of different ways to introduce the language, such as running dictations, mistake correction, re-sequencing, peer-teaching, re-translation, find-the-missing-word and matching the chunk to a picture. Varying the types of activities to introduce the lexis helps to keep the students interested in the process. During feedback on these activities, we will talk about form, meaning and use so that when the students leave class they have a clear idea of the meaning each chunk along with the L1 translation, proper spelling, what register the sequence is appropriate for, parts of speech, likely collocations, and pronunciation. If a phrase such as improve on the local teaching methods is on the list, but several of the students will not be teachers in the future, they are free to adapt the phrase to something like improve on the local brewing techniques or replace the phrase entirely with one more suitable to their needs.
Sets of 15 chunks have proven to be a manageable number. The learners' final job is to write the chunks on the back of the vocabulary cards and begin studying them for the next class.

Day Three: Written quiz

The written quiz is a chance for the students to make personalized decisions about the chunks. The basic procedure is to give each student a piece of paper that asks them to:
• Rank the chunks: Look at your cards and write the chunk in order from easiest to hardest to do/most to least useful to say at a party.
• Sequence the chunks: Look at your cards and write them in the order you would do them in a day/week.
• Categorize the chunks: I do this in the morning/in the afternoon/in the evening/never, I do this with friends/family/alone.

These categories can be either chosen by the teacher or the students. The belief behind this is that the more decisions a student makes about the vocabulary, the better the chances are that it will be retained (Thornbury, S. 2007, p. 93) Writing the vocabulary forces the students to concentrate on form, and the added exposure to the graphic representation of the words should also aid in memory. When the students have finished, they can check their work, compare with a classmate and record their score. This is framed as a quiz to provide some additional extrinsic motivation as well as an assessment and goal-setting tool. I can use the scores to mark progress but also to motivate the students to do better on the next quiz.

The point is to make the activity engaging, challenging, and meaning focused.

Day Four: Communicative tasks

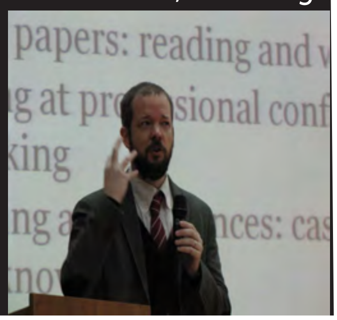
This day is meant to give the students the opportunity to work with the language in a non-threatening but communicatively meaningful way. These activities give the students numerous chances to use the new chunks often within longer, high-frequency patterns that should promote oral fluency with automaticity being the end goal.

I have used a large sampling of communicative activities such as surveys, information gaps, mill drills, go fish, short skits, short speeches and story making. For private students and younger learners, games using poker chips to show correct answers such as Tic-Tac-Toe, Connect Four, and Othello can be played.

There is really no limit to the amount of activities that can be made from these flashcards. Activities from published materials or textbooks can be easily adapted for use with these cards. The point is to make the activity engaging, challenging, and meaning focused. The teacher's job is to promote chances for fluency building. Error correction should be minimal or done after the activity has finished.

Continued on pg. 29

Andy Noonan is currently training university and public school teachers as a Senior English Language Fellow in Kazan, Russia. He has extensive experience working with students and teachers in Asia, including stints in Ulsan and Daegu.



Korea vs Vietnam

Rheanne Andersen compares Korea and Vietnam

Many of my co-workers have previous experience teaching in Korea. I spent just over a year in a small hagwon in Buchon, and am now in an English university in Ho Chi Minh City here in Vietnam. The differences in teaching in these two countries are often discussed in our staff room and over beers. Although we all wax poetic about our Korean days, we do so over infinitesimally cheaper beer and with a deep appreciation of the freedom of living in Vietnam.

For most teachers, especially for those new to EFL teaching, the differences and similarities between hagwons and Vietnamese language schools are the most interesting. While the majority of language schools in Korea offer contracts and visa sponsorship, many schools in Vietnam do not. The freedom of this, however, is that it is quite common for teachers to build up a practice among several schools. This eclectic approach can allow you to work around the relatively high taxation rates in Vietnam, and many teachers find working on three month tourist visas offers them less commitment. The downside of this, obviously, is that job security may be less reliable in Vietnamese language schools than in Korea. That being said, it may fit an experimental period or travel experience more than a Korean position. It also allows entry into EFL teaching at a more approachable level – CELTA is a common requirement in Vietnam, but many schools will still hire you without formal training (add to that the fact that CELTA courses themselves in Vietnam are some of the cheapest in the world.).

University jobs are, of course, rather difficult to land. In both countries, a firmer and demonstrated grasp of methodology and training is needed. In Korea, this can seem like a daunting task that may require publications (and more often than not, Master's or doctoral work); but Vietnam is slightly more open. Fresh CELTA holders or newbies will definitely find university positions in Vietnam hard to get, but experience counts in Vietnam. Master's degrees will definitely get you in the door, but so may extensive experience. While ease of entry goes to Vietnam, it is important to remember that Korea offers a plethora of universities to choose from, whereas Vietnam has a limited number of post-secondary schools for English teachers. The requirements may be lower in most cases, but so is the number of positions. However, another growing trend is that as Vietnam continues to develop, the schools can afford to ask for more education and experience from their employees.

Cost of living is clearly the biggest difference between these two countries. While salaries are almost comparable, what that amount of money will buy could not be more different. A mid-priced foreign meal in Vietnam may cost \$5 - \$10. Local eating may run you \$3. In a huge night out, it would be hard to spend \$150. Rents range from \$200 for a shared house downtown to upwards of \$1500 for a full villa with pool, yard, and cleaning support. You will have to pay for your own housing, but the options are wide and easy to access. A deposit of two to three month's rent up front is normal in Vietnam, but there is always room to bargain. You can find contracts from six months to three years. Serviced apartments at hotels or month-long rentals are very common, and it is a renter's market in terms of access to agents. They will literally outbid each other and come close to stalking YOU for your dollars!

Vietnam is within easy and cheap distance from many of the best vacation spots in the world.

Aside from housing, transport costs are low as well. There are no subways anywhere in Vietnam, and although the busses are cheap and plentiful, they are very crowded, hot, and may not stick to planned routes. Most foreigners in Vietnam eventually rent or buy a motorbike (again, easy to access) or use *xe oms* (motorcycle taxis) or regular taxis. Commutes to work and weekend outings with a motorbike for a month will run you about \$60, and cabs may raise that to \$100. Even living a lifestyle of constant eating out, frequent travelling and many a pedicure, I am able to save half my salary.

One more perk of Vietnam is that it is not only easy to travel in terms of scheduling (as even language schools get approximately 20 days plus national holidays per year, and universities can offer up to 3 months vacation), Vietnam is within easy and cheap distance from many of the best vacation spots in the world. With Air Asia opening service to Hanoi and Ho Chi Min City, flights to Bangkok could run you as little as \$30, to Manila with Cebu Air is as little as \$50, and Singapore with Tiger Airways is an easy \$65 hop. With so much natural beauty both in the country and many easy jaunts outside of the country, Vietnam is a much more attractive base from which to travel cheaply and easily.

Picture courtesy of travellingvietnamtours.com

Picture courtesy of theplanetd.com

Culture is an incredibly subjective area on which to comment, but a teacher used to Korea would find many of the best things about Korean in Vietnam as well. There are many foreigners in the big cities of Hanoi and Ho Chi Minh City, and many of these foreigners are Korean. You can get some very good galbi in District 1 of HCMC, and there is some crisp soju in the bars up in Hanoi. For those people looking for a bit of a difference, Vietnam does not disappoint there. The land itself dictates difference. In the south, in the Mekong Delta, things flow at an easier pace in the countryside, but are frantically developing in Ho Chi Minh City. One could claim that Ho Chi Minh City sleeps less than even Seoul. The north offers travellers and residents a far deeper cultural view than may be currently available in modern Korea. There are still massive amounts of countryside filled with ethnic groups and vast wide open spaces. The pulse of a hungry-to- develop country that is still rooted in (and in some cases, shaking off) its recent past offers a much different view on life. It's true that Korean students are generally more wide wide-eyed in terms of world knowledge and are usually better at finding an individual path, but the Vietnamese are much more group-oriented and new to what the outside world can offer them. Each set of students will appeal to different teaching personalities, but they both offer rewarding and meaningful teaching experiences.

It is, above all, essential when considering teaching in Vietnam to remember that despite its glossy image, it is still a developing country. There are many wonderful freedoms and opportunities in Vietnam that the more regulated Korea might not offer, but one should be willing to work with the difficulties of being outside a highly structured and developed country as well. The government is much more prevalent here, as is the fluidity of economic transactions. Whether you look at bargaining as a fun way to interact with locals, or you are fed up with the sometimes sketchy way that laws are enforced and fined, it is important to remember what Vietnam was even 10 years ago. It has made tremendous strides and looks set to continue. There may be more daily inconveniences and frustrations here in Vietnam, but there are boundless opportunities as well.

Rheanne Anderson is an educator in the Academic English program at RMIT Vietnam. Rheanne is from Canada and has spent 12 years teaching English in Japan, China, South Korea, Canada and Poland, including the last two years in a teacher training role for the Ministry of Education in Dubai. She is a great believer in student motivation and success through teacher support.

Look for our Korea vs. Mexico comparison in the winter issue of The English Connection.

Have you taught English in another country before? Let us know and you may be a part of a future comparison piece.

Contact us at tecsubmissions@gmail.com

Connecting through Connectors

Demontray Lockhart tells us about different ways to connect

In my three years of working in Korea as a hagwon teacher, I have had the opportunity to read a large amount of essays– both from elementary and middle school students. In reading and revising these essays, a consistent pattern started to emerge: students' foreign-like use of connectors. These students relied on connectors to connect all ideas, details and examples together instead of including other alternative devices (e.g. using demonstrative and pronoun antecedents). To some educators, this may seem like a logical progression into forming a coherent and cohesive essay, but for me, it was watching a nasty habit beam into existence. This foreign-like use of connectors beckoned for attention. The following article will shed some light on this phenomenon as well as some possible solutions.

CONNECTING THROUGH AND, ALSO, BUT…

Why are L2 learners of English prone to overuse connecting devices, and why do they favor less formal additive and contractive connectors (and, also, but) the most? Perhaps, it is because these connectors are easily accessible and used more often in communication (Yoon, 2006: 167). For example, students write out words as they are pronounced, as in "I wanna go to the park". I've also seen them write colloquial expressions (in academic papers) like "You know" at the beginning of sentences. Also, students use connectors such as "and", "also" and "but" only with their primitive meaning (Ryoo, 2007: 172) in which students tend to stick with the first meaning of a word that is acquired in the target language. For example, many of my students connect most of their ideas and sentences by depending on one connector (*and*). This may be because "and" learned in its early acquisition stage is infamously explained as a coordinating conjunction and then later is instructed as having temporal relations between clauses. A dive into the various usages of these connectors in a lesson plan could lessen some of these foreign-like usages, which will be explained below.

SHOULD YOU OR SHOULD YOU NOT START WITH A CONNECTION?

Do all connectors have to be at the head of a sentence? This question strikes at the very core of the problem. Basic writing conventions have conditioned teachers and students alike to start sentences and paragraphs with such devices in order to achieve coherence (Yoon, 2006: 174). Since I started teaching, I have spoke on the mechanics of coherent writing in which I instructed students to use connectors as transitions between ideas. Consequently, most of my students have become notorious for beginning paragraphs with these devices (considering that connectors do connect ideas which occur in the initial sentence of paragraphs).

CONNECTING WITH THE PUPILS

So, what kind of students are we dealing with? Korean students of English, are far from indolent learners. They study all day and night, literally. In class, students often utter out how late they go to bed from studying and how early they rise for school. To shed some light on these students' busy schedules, they not only attend school during the day but in the evening as well. Plus, they attend school on Saturday and sometimes Sunday. There is no doubt that these students have a rigorous academic lifestyle. Many of them would rather be out playing with friends or at a local PC room playing StarCraft. So, what does all of this have to do with "connectors?" In a roundabout way, if students are not engaged actively in learning, they may resort to repeating bad practices as a consequence. These students will continue to rely on using the same set of connectors with the same meaning while placed in the same position, unless teachers seek out effective ways to help students. Below, I have proposed three pedagogic solutions for using connectors, which are listed in incremental steps: composing a learner corpus, using concordance lines and using EAP materials.

CONNECTING WITH AN ESSAY BANK

In most writing-building programs, students write a series of essays or keep a journal. These students are supposed to gradually improve their writing after some serious revisions and customized lessons. Although these techniques have been somewhat successful in yielding results, the outcome usually take time to materialize. This is why a more focused technique is necessary. A preliminary step may be to collect all student essays to form a learner corpus. Teachers can compile these essays into a nicely fitted database (WordSmith6 is a corpus making software). This database will allow teachers to see obvious and less obvious mistakes students make. They can be compared in juxtaposition with the writing of other non-native speakers and native speakers of English.

CONCORDANCES

One neat colloquial feature of a corpus is the concordance lines. These lines allow you to look at linguistic patterns by analyzing and comparing different usages of the same word, by analyzing key words and frequencies and by finding and analyzing phrases and idioms.

Sticking with the subject matter, students can be encouraged to analyze connectors by marking and explaining the occurrences of each connector. Some of the questions could be: "What connectors are used in the sentence?", "How are they used?" and "Where are the connectors in the sentence?" Or, teachers can take a more targeted approach and focus on one key connector. Concordance lines use a KWIC feature that displays the key word in context, hence the abbreviation. In addition, with a quick KWIC word search of "and", this is what pops up from the Contemporary Corpus of America (COCA):

1. I've seen how crime touches families. And I feel like I want to go in that direction.
2. Most economists in the 1930s and 1940s considered it obvious that capital...
3. But this time others did, and a few of them spoke up.

The first line places "and" at the beginning of the second sentence. This use of "and" is connected to the idea in the

preceding sentence in which they share a cause-effect relation. That is, "X happened and so Y occurred". Try replacing "and" with "and so" and see what happens. By contrast, the second line uses the coordinating "and" to conjoin the two dates. As for the third line, "and" is used as an additive. Try replacing it with "also" to see how the second clause of the sentence provides additional information. These various semantic forms of "and" are foreign to many EFL learners. By using concordance lines, instructors can enlighten students and show them how most connectors are polysemic words that extend beyond the scope of their original meaning.

CONNECTING WITH EAP?

Another good teaching tool for teachers to keep in their arsenal, when dealing with improper and/or non-native-like use of connectors, is English for Academic Purpose (EAP). EAP instruction focuses on a particular skill such as acquiring vocabulary, which is essential for EFL learners, who tend to have a limited repertoire of expressions and thus rely on these items over and over again (Gilquin, Granger, Paquot, 2007: 328). A good resource that shares some of the EAP features is the Macmillan Dictionary for Advanced Learners second edition (2007). This dictionary uses authentic examples taken form World English Corpus. In the "Get it right" box , it illustrates the semantic error for the connective phrase or idiom "on the contrary".

This box begins with an authentic error from an EFL learner and it explains why it is inappropriate for the given context along with how it can be corrected. Furthermore, there is a description of what the item means and how it should be used. The way "Get it right" compartmentalizes the connector into comprehensible chunks of explanation gives the learner a thorough understanding of "how to use the lexeme" and "how not to use the lexeme". This sort of fastidious outlining should be fostered more in all academic circles, especially among non-native speakers.

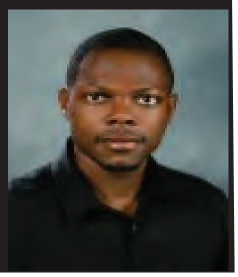
RECONNECTING IN THE CONCLUSION

Some research has alluded that students overuse connectors to disguise poor writing (Crewe 1990: 321). Although this might be somewhat true, however, from my own observation, these students are either transferring these connectors over from their native language (given that Korean is a topic-prominent language) or have been taught from grammar textbooks or by teachers who provide such canonical examples. One of the best ways to deal with these issues is to use semi-authentic texts. This tailor-made technique of using semi-authentic text not only shows non-native speakers how native English speakers actually use the language, but also it makes the learning process more feasible for them to acquire.

Cited Work

Crew, W. (1990) 'The illogic of logical connectives'. ELT Journal 44 (4): 316-325.
Davies, M. (2008-) The Corpus of Contemporary American English (COCA): 425 million words, 1990-present. Available online at http://corpus.byu.edu/coca/.
Gilquin, G. (2000/2001) 'The integrated contrastive model. Spicing up your data. Languages in Contrast 3 (1): 95-123.
Gilquin, G., Granger, S., & Paquot, M. (2007) 'Learner corpora: The missing link in EAP pedagogy'. Journal of English for Academic Purposes 6: 319-335
Gilquin, G., Granger, S., & Paquot, M. (2007). Writing sections. In M. Rundell (Ed.), Macmillan English dictionary for advanced learners (2nd ed., pp. IW1 – IW29). Oxford: Macmillan Education.

Demontray Lockhart is finishing his M.A. in Applied Linguistics from the University of Birmingham. He has taught English as a foreign language for several years in South Korea. His interest of research is language acquisition and pedagogical methods. Also, he is a presenter at the KOTESOL (2012) International Conference.



Pecha Kucha

Julien McNulty shows us an alternative way of presenting

One of my most vivid – and traumatic – high school memories involved a particularly barbaric device known as the OHP. (For those reared in the Post-CD-ROM era, this was the overhead projector.) My Grade 10 Science teacher, Mr Lee, was a profuse user of the projector: he began writing on the clear sheets at the start of the school bell, often never looking up or even lifting his pen for a shake until the class ended. Mad scribes were we, soon becoming mad ourselves.

Then one day, an education consultant came in to observe Mr Lee and his mighty pen. By the next class we knew something had changed: our eyes would now be at greater risk. A well-intentioned suggestion, put forward by a well-meaning professional, had been adopted by Mr Lee: colored sheets, to be used with dark-hued pens. I rued the day that observer came, as I struggled to scribble down Mr Lee's scripts! I vowed 2 things that day: I would become a teacher to write the wrong of the educational anguish created by the OHP, and I would make my presentations engaging. But history repeats itself: my life would come an ironic full circle as I tried to become the educator that enthralled his students.

I've worked hard as an orator, honing my non-verbal gestures, tone, timbre, and inflection, like any person would do. I barely refer to my script; I do so only on occasion, as my speeches are well-rehearsed, and, when I need to fill gaps in, I bridge these by speaking from the heart. But – one day – I caught myself doing the unthinkable, the impeachably unforgiveable: I read word-for-word from my PowerPoint slides. What's worse, in order to make sure I never left out an "important" detail, I had begun to copy and paste long passages and quotations onto the slide. This all ended abruptly one day when one of my students fell out of his seat, convulsing, frothing at the mouth. Maybe he had a pre-existing condition - but I knew I could never again endanger the lives of my audience. That started my quest for a cure ... how was I to give an enlightening presentation, without indisposing, alienating, or, worse, boring, my audience?

I found the cure in Japan, from where it had started spreading swiftly around the world. I found it when Tim Dalby one day emailed me a link to some unique presentations, including one from Gavin Dudeney, called Pecha Kucha (PK).

Through my research I found that Pecha Kucha was started in Tokyo, in February 2003. It was originally a way to attract people to SuperDeluxe, an experimental space in Roppongi, Tokyo, to share new and creative ideas. It was the brainchild of two architects, Astrid Klein and Mark Dytham. The name Pecha Kucha, "ペチャクチャ", means "small talk". A PK presentation consists of 20 slides, each timed to appear for 20 seconds, with the entire presentation totaling 6 minutes and 40 seconds. While often made using PowerPoint, it can be made using other presentation software. Certainly in the English language teaching (ELT) context, Pecha Kuchas have been used as a way to cure death-by-Powerpoint. The idea behind PKs is to be fresh, fast and succinct: get your point across, make each point short and apt. So, as an exercise, I went through some of my old PowerPoint presentations, to examine how many of them were just...well... OHP on a computer. My findings? Shocking. Stunning. Boring! Most of my presentations broke several fundamental PowerPoint presentation rules: keep the slides simple and focused, have a common and consistent theme in the slides, and, above all, make the content readable. I lost count of how many of my slides were just copy and paste dumps onto a dark slide background, with hallucinatory fonts and colors in the lettering. PowerPoint had offered (me) too many opportunities for overkill. Few people have the proper context for visual slides; few people have ever picked up on how the visual slides should, for the most part, subtly support the presentation. Instead, PowerPoint has just replaced the OHP in the technological paradigm shift.

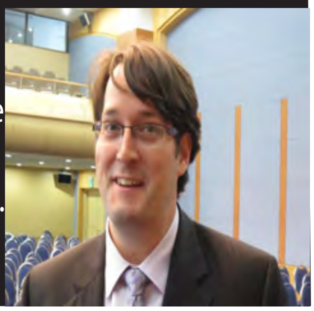
While researching PK, I viewed many presentations, from TED talks, to Pecha Kucha Nights (PKNs) posted on YouTube. I found that many visual platforms were used, Prezi being particularly popular. When the time came to present my first PK, A Brief History of the English Language, at the KOTESOL National Conference in 2011, I had adapted the '20 slides' into 20 transitions, compatible with Prezi. I have made several Pecha Kucha presentations now, around a dozen. I have honed my presentation skills, experimented, and, in general, tried to push the paradigm of the Pecha Kucha, and its limits.

Over the past year, I have come to realize in Korea, particularly KOTESOL, there is a thirst for something different, exciting, and differently beneficial as an experience to the participant. Nate Kent, a co-worker of mine, and I tried to meet these needs by devising our own Pecha Kucha experience. We believe that, as poetic as 20x20 may be, it too can constrain a great presentation. The wonder of poetry is the ability to articulate your thoughts in a very specific way, through meter and rhythm; yet prose can be as equally poetic. We revisited the Pecha Kucha and its true spirit and intent: to create a place and space where people can share ideas in a pithy and persuasive way, and we came up with our own charter: keep things to the point, make the PK your own and use as little time as possible.

And so it was that, on Saturday, June 16, 2012, we convened at Café Stephanie, in Gwangju, for our inaugural Pecha Kucha in Korea - PKK. For various reasons, we decided not to attach or affiliate ourselves with Pecha Kucha Night (PKN); we also thought, why limit the experience to a particular city? Korea offers a unique enough culture and geography that we should share these presentations throughout Korea, not be rooted in just one city. Gwangju is just the start.

Our first gathering was a great way for seed planting. We had a total of a dozen people show up. Our plan was to do 6 or so PKs, then have a workshop, where people could create their own mini-PKs. Thus, we began with Dr Dave Shaffer presenting 40 years in Korea – certainly the most informative presentation on all things Korean since 1972, all in 6:40! Amanda Maitland talked about the profile of killers; I reprised my History of English, while Nate presented on exciting kids camp activities. In the second half, teams were to produce mini-PKs: 10 slides, 10 seconds per slide. The experience of building your own PK onsite is certainly novel! We gave 40 slides to each team, allowing them to choose 10 for their mini-presentation, and 30 minutes to put it all together. This meeting was just the beginning of a movement that we hope sweeps across the peninsula: we hope you share your ideas over coffee with your colleagues, and enjoy a fresh perspective to presentations.

Julien McNulty has been teaching, training, facilitating, or instructing in some form for 20 years. He has taught French, Spanish, History, and Special Education in British Columbia, Canada. Teaching English in Korea since 2008, Julien is a language skills instructor at Chosun University and was the Chair of the 19th Korea TESOL International Conference 2011.



Continued from pg. 22

Day Five: Oral test of new flashcards

This is a timed oral quiz done in pairs using only the latest set of flashcards, shuffled. I have the two students face each other with one student being quizzed at a time. When the teacher says "go", the first student lifts her first card so she can see the picture and her partner can read the English on the back. Using the drawing as a trigger, the student being tested recalls and says the chunk in English. This can be done in either the basic form or in a simple pattern in which the student has to make quick decisions, like "(This weekend) I will..., I won't..." Most students can recall all 15 phrases in a minute or so. Students who are especially adept can finish in 30 seconds. The partner who is not being tested has been instructed to be strict about pronunciation and form and can indicate errors by quickly saying, "No." When finished, the times of completion are reported to the teacher. It may be helpful to ask for the students' goals for the next week and which cards gave them the most trouble. I've had incredible success in getting my students to take this activity seriously and they generally put a lot of effort into learning their flashcards. It is important to inform the students that this isn't done for the score but for automaticity.

Day Six: Oral test of all flashcards

The Friday test is exactly like the Wednesday version except it is testing all of the cards created during the course, shuffled, in the basic form and with a two-minute time limit. Again, scores are taken and promises made about the students' next effort. A score of 60 cards is exceptional and is performed with very little hesitation or the poor pronunciation that will sometimes occur with faster scores due to students concentrating more on score than comprehensibility. I usually set a class goal of 45 cards within the two minutes because at that rate students are not taking long pauses or looking at the ceiling as they fight to recall the lexis; it is simply available as soon as they see the picture and automaticity has been achieved. I have had students both young and old be able to perform at these high levels although I have also seen instances where older learners seem to be unable to score more than 30-35 in the two minutes. I think it is important to keep this competitive, but friendly and if learners are responding negatively to this kind of testing and public scoring then it is equally important to find solutions that work for everyone.

Final thoughts

This is a procedure that has taken me years to develop and I suspect that it will continue to evolve over time, especially as I find myself in new teaching situations. The most important thing the teacher can do is be receptive to the class and individual needs. I think that the strength of this program is in consistent recycling of vocabulary; yesteryear's boredom of rote memorization is now re-imagined as an engaging part of a communicative and personalized vocabulary program, created largely by the students. I know of no other method that has this kind of efficiency for the very difficult task of learning vocabulary; in a 16-week program, I have seen my own students take in over 200 lexical chunks, able to recall them automatically with the rather complex grammar intact. I have had students continue using these methods beyond our short time in the classroom, producing thousands of cards as they took further steps towards their communicative goals.

Conklin, K., & Schmitt, N. (2008). Formulaic Sequences: are they processed more quickly than nonformulaic language by native and nonnative speakers? Applied Linguistics, 29(1), 72-89.

Coxhead, A. (2000). A new academic word list. TESOL Quarterly, 34, 213-238.

Nation, I.S.P. (1982). Beginning to learn foreign vocabulary: a review of the research. RELC Journal, 13, 14-36.

Nation, I. S. P. (1990). Teaching and learning vocabulary. Boston, MA: Heinle and Heinle

Nation, I.S.P. (2003). Effective ways of building vocabulary knowledge. ESL Magazine, 6(4), 14-15.

Schmitt, N. (1997). Vocabulary learning strategies. In N. Schmitt & M. McCarthy (Eds.), Vocabulary: Description, acquisition and pedagogy (pp. 199-227). Cambridge: Cambridge University Press.

Thornbury, S. (2002). How to teach vocabulary. Essex: Pearson Education Limited.

Report Cards from the Edge

Jason Burnett

Best Submission from Previous issue

"Everybody has been asking me that! You tell me!"

submitted by Henry Williams

Report Cards from the Edge is intended to be a fun and interactive comic strip. We encourage readers to submit caption ideas and use the comics in class.

Send your captions to tecfeedback@gmail.com to complete for inclusion in the next issue.

Online MA in TESOL

Earn the Anaheim University MA in TESOL Online

Live weekly online classes taught by the world's most elite TESOL faculty:

David Nunan, Rod Ellis, Kathleen Bailey, Denise Murray, Ken Beatty, Fran Byrnes and Martha Cummings

- 2-year program: New courses start every 10 weeks (Next starting date: October 15th, 2012)
- 2x4-day intensive face to face residential sessions in California & other select locations
- Receive MA in TESOL through the flexibility of online learning
- Learn under globally acclaimed professors
- Lifetime networking opportunities
- Culturally diverse program
- Convenient tuition payment system (one course at a time)

e-future is the Korean Support Office of Anaheim University.
For support in Korean, please contact Anaheim TESOL Coordinator, Eunyoung Park: (02)3400-0551 or anaheim@eltkorea.com

Anaheim University
www.anaheim.edu

HYCU-Anaheim Online TESOL

Anaheim University Online TESOL Certificate through Hanyang Cyber University

Get TESOL Certified in just 15 weeks

Hanyang Cyber University, the most prestigious online academic institution in Korea, offers the Anaheim University Online TESOL Certificate Program!

- Designed by the world renowned linguist Dr. David Nunan
- New term starts every 3 months
- Learn with teachers of English around the world
- 2 x 1 day face-to-face seminars at Hanyang Cyber University
- Convenient payment system: Tuition is paid in Korean Won
- Scholarship offered: Up to 30% tuition fee waiver
- Easy application and enrollment through Hanyang Cyber University
- Save on tuition for two units of credit for Anaheim MA in TESOL

HYCU-Anaheim Online TESOL
C1 217, HIT Bldg.,
17 Haengdang-dong,
Seongdong-gu, Seoul,
133-791, Korea
Website: tesol.hycu.ac.kr
E-mail: tesol@hycu.ac.kr
Tel: 02-2290-0054


KOREA TESOL
KOTESOL
Korea Teachers of English to Speakers of Other Languages
The 20th Annual KOTESOL
INTERNATIONAL CONFERENCE
Perfect Score: Methodologies, Technologies, & Communities of Practice
October 20-21, 2012
Sookmyung Women's University
Seoul, Korea
Plenary Speakers:
Brock Brady
Mike Levy
Glenn Stockwell
Scott Thornbury
Colloquium Participants:
David Nunan
Martha Clark Cummings
Ken Beatty
Denise Murray
MaryAnn Christison
Featured Speakers:
Neil Anderson
Frank Boers
Clara Lee Brown
David Paul
Fredricka Stoller
Rob Waring
Ken Wilson
Kyungsook Yeum
http://koreatesol.org/IC-2012
THE NEW SCHOOL
Anaheim University
tesol international association
OXFORD UNIVERSITY PRESS
Compass Media
NATIONAL GEOGRAPHIC LEARNING
CENGAGE Learning