



### Why Extensive Reading should be an indispensable part of *all* language programs

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‘A teacher’s goal is to make herself unemployed.’ - Anonymous

This paper puts forward the idea that graded reading, or extensive reading, is a *completely indispensable* part of any language program, if not *all* language programs. In order to demonstrate the case for a graded reading component within any language program, it is useful to separate two kinds of learning. The first is learning *to use* language. The second is *studying about* language.

*Learning to use* language means not only be able to use it fluently in communicative events but also be able to read or listen fluently without having to be bogged down with the language features. *Studying about* language involves finding out about how the language works, such as the sound systems, the grammar, vocabulary, and so on. An analogy would be taking a car engine to pieces to see how it works. This is what our course books and classes are designed to do. Course books introduce a piece of language in say, a reading or listening passage (for example a tense, or some vocabulary, or a strategy), and then ask the learners to analyze it and find out how it works. For example, the learners may learn the difference between *make* and *do*, or between the *past perfect tense* and the *present perfect tense*, when to have rising or falling intonation, what to say at a restaurant, and so on. Typically, this introduction phase is followed by a stage to check that the feature is understood and can be manipulated and controlled by giving some kind of drill, a gap-fill, a sentence completion activity, or a test, to see if the learners have learnt the item correctly. All this learning *about* language is fine, but how much language do they learners need to learn?

Let us first look at the vocabulary. We know from vocabulary research that English is made up of a very few extremely common words that make up the bulk of the language we meet. In written text, we know that about 2000 word families (words including the inflections e.g. *helped, helping*, and common derivations e.g. *helpless unhelpful*) cover about 85-90% of general texts (Nation, 2001). However, vocabulary learning is more than just learning words. There are the shades of meaning, the nuances, the pronunciation to learn as well. Moreover, in order to learn words well, the learner must also learn the word’s collocations and

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### **Call for Articles**

Seoul Chapter is looking for contributors for the newsletter About Seoul KOTESOL (ASK). ASK accepts submissions on a continuing basis. Topics should be relevant to teaching English in Korea. They may include:

- Useful teaching tips
- Practical suggestions for the classroom
- Teacher Training
- Current issues in ELT
- Reviews of ELT-related theory
- Teaching anecdotes
- Others

Feature article should be 1200-1500 words. We will accept longer articles, although they may be edited to an appropriate length or published in segments. Short featured articles should be 500-700 words. Reviews of books or events are also welcomed. These can be up to 700 words.

Submissions will be acknowledged within one month of receiving them. You may be asked to make changes in text or format in accordance with our publishing standards.

For further information, please contact the ASK editor at [askeditorksc@yahoo.com](mailto:askeditorksc@yahoo.com).

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*ASK is edited for length and style. It is editorial policy to publish diverse content and opinion. It is also the policy of ASK to publish only not-for-profit or educational advertisement related to ELT issues.*

### President's Message

By Frank Kim, KOTESOL Seoul Chapter President

Welcome back after the winter vacation. I hope you all had wonderful holidays and are back in schools feeling like a bunch of birds, ready to tackle new challenges.

Seoul Chapter's annual half-day conference in March was a stunning success due to our hard-working executive and volunteers from Soongsil University. Our thanks also go to our Immediate Past President, Mary-Jane Scott, for her indefatigable spirit and genuine dedication to the chapter.

KOTESOL now has a great new website, thanks to the brilliant National Webmaster Joshua Davies, and despite its advanced features, I want to note that it is your responsibility to ensure that your email and mailing addresses are correct. Please take the time to check them.

I hope to see many of you at our future Saturday workshops. Please use our website for information on workshops and dynamic future events.

### ANNOUNCEMENTS

**KOTESOL Seoul Chapter Workshop.** May 17, 2008. Dr. Bill Snyder. *Need for Speed: Building Automatic Bottom-Up Processing Skills to Support Reading Comprehension*

**KOTESOL Seoul Chapter Workshop.** June 21, 2008. Joshua Davis. *CALL*

**KATE 2008 International Conference:** Incorporating Global Issues in English Education: Contents, Methods, and Materials, Busan, July 4-5, 2008, Proposal Submission Deadline: December 31, 2008

**KOTESOL Seoul Chapter Workshop.** July 19, 2008. *Ideas Sharing Workshop.*

**No KOTESOL Seoul Chapter Workshop in August.**

**English Fair 2008.** June 13-15, 2008. EXCO Daegu Exhibition and Convention Center.

**The 18<sup>th</sup> International Congress of Linguists.** Unity and Diversity of Languages. July 21-26, 2008. Korea University, Seoul.

**PKETA Conference.** (Pan Korea English Teachers Association) Teaching and Testing English for Global Communication. Oct. 11, 2008. Pusan National University. Busan.

**KOTESOL 2008 The 16th Korea TESOL International Conference,** Seoul, October 25-26, 2008. *Responding to a Changing World.* Sookmyung Women's University.

### Helpful Professional Website Links

#### Professional Sites

TESOL Organization website: [www.tesol.org](http://www.tesol.org)

KOTESOL Organization website: [www.kotesol.org](http://www.kotesol.org)

KOTESOL Seoul Chapter website: [www.kotesol.org/?q=seoul](http://www.kotesol.org/?q=seoul)

IATEFL website: <http://www.iatefl.org>

Dave's ESL Café website: [www.daveseslcafe.com](http://www.daveseslcafe.com)

#### 2008 Conference Sites

English Fair 2008 <http://www.englishfair.co.kr/>

KATE 2008 International Conference <http://www.kate.or.kr/Framework/Main.asp>

The 18<sup>th</sup> International Congress of Linguists <http://www.cil18.org/>

PKETA <http://www.pketa.org/english/index2.html>

**Editor's Note**

By Dionne Silver, ASK Editor

In this edition, we are excited to have a feature article about extensive reading by Rob Waring. We hope you enjoy the insights he puts forth in relation to how extensive reading improves students' language abilities.

Lucy Yungsil Lee and Kumi Iwasaki address some thoughts and teaching issues related to Korean teachers who are teaching English in Korea. However, their thoughts and ideas are also relevant to and insightful for all English teachers in Korea. Jonghee Shadix's article can also provide background for teaching phonology in English classrooms in Korea. We hope you all enjoy their articles and find something useful in them to apply to your individual classrooms.

Besides our feature articles, we have a wealth of information in the newsletter. The SIG highlight for this month is the Christian Teachers' SIG by Heidi Vande Voort Nam and Grace Wang. A summary of the April workshop by Joe Walther about syllabus design is included in case you missed it. Check out the upcoming conferences in our "Announcement" section. Read through the book review in the "Check It Out" section to see if it entices you to check it out yourself. Since it is "Festival" time in Korea, we have a special section in this issue that highlights all the upcoming spring and summer festivals (May-August). Hope you can find some time in your busy schedule to experience some of them and get to know our students' culture better. Last but not least, don't miss the review of our recent Seoul Chapter Conference and Chapter Service Awards.

We hope you enjoy this edition!

## Spring/Summer Festivals Around Korea

April 18-June 1: Hampyeong Butterfly Festival <http://www.hampyeongexpo.org>  
 May 1-9: Jeonju Film Festival [http://eng.jiff.or.kr/00\\_head/index.aspx](http://eng.jiff.or.kr/00_head/index.aspx)  
 May 2-12: Lotus Lantern Festival in Seoul <http://www.llf.or.kr/>  
 May 2-7: Sancheong Oriental Medicinal Herb Festival [www.jirisanherbfestival.or.kr](http://www.jirisanherbfestival.or.kr)  
 May 3-6: Yeoncheon Jeongok Paleolithic Festival <http://www.iyc21.net/festival/index.asp>  
 May 3-6: Boseong Green Tea Festival [www.boseong.go.kr](http://www.boseong.go.kr)  
 May 3-9: The Damyoung Bamboo Festival <http://www.bamboofestival.co.kr/>  
 May 4-11: Hi Seoul Festival [www2.hiseoulfest.org](http://www2.hiseoulfest.org)  
 May 5-7: Jindo Sea Parting Festival [www.jindo.go.kr](http://www.jindo.go.kr)  
 May 10-June 11: Incheon Ceramics Festival [www.ceramic.or.kr](http://www.ceramic.or.kr)  
 May 21-25: Hadong Wild Tea Festival <http://festival.hadong.go.kr>  
 May 22-28: Green Film Festival in Seoul [http://www.greenfund.org/greenmovie\\_eng/](http://www.greenfund.org/greenmovie_eng/)  
 May 23-June 1: Chuncheon International Mime Festival <http://www.mimefestival.com>  
 June 7-15: Muju Firefly Festival [www.firefly.or.kr](http://www.firefly.or.kr)  
 June 11-15: Gyeonggi Marine Festival [www.koreaboatshow.org](http://www.koreaboatshow.org)  
 July 12-20: Boryeong Mud Festival <http://mudfestival.or.kr/index.jsp>  
 August 9-17: Gangjin Celadon Cultural Festival <http://gangjinfes.or.kr/eng/main.htm>  
 August 29-Sept 7: Geumsan Insam Festival [http://www.geumsan.go.kr/festival/autumn\\_main.jsp](http://www.geumsan.go.kr/festival/autumn_main.jsp)

# KOTESOL Seoul Chapter Workshop Notes: April 19, 2008

## Designing a Syllabus that is Right for You and Your Students

Joe Walther

"Some teachers with experience seem to have an ability to think on their feet, which allows them to believe that they do not need to plan their lessons. However, most teachers go on preparing lessons throughout their careers, even if the plans are very informal."

- Jeremy Harmer

### Abstract:

Whether you teach in a university, hagwon, or do one-on-one tutoring, a well-designed syllabus will help your classes be more organized, meet objectives, and most importantly, be easier to teach. How much time do you spend creating your syllabus? Is it something you have control over, or is it something that has been created for you? Once you make a syllabus, do you follow it, or forget about it?

A good syllabus is an integral part of your curriculum design. This workshop will address the questions above. In this workshop we looked at how to create a good syllabus tailored for your class and teaching style, and how to integrate the syllabus into your curriculum.

The workshop began with an introductory group discussion which included the following questions:

- Be sure to share where you work
  - Private institute for children
  - Private institute for adults
  - Company
  - Public school
  - University
  - One-on-one tutoring
  - Do you teach your own children
- What age group do you work with?
- What do you remember of the syllabi you had in university?
- Did you ever have a syllabus when you studied outside of university?
- Describe to your neighbor how you currently use a syllabus.
  - Are they provided for you?
  - Can you adapt them?
- Do you use a syllabus while teaching one-on-one lessons?

After this preliminary introduction to the participants' school situations and syllabi experience, we moved into discussing who actually has the authority to determine what will be taught at the school and in their classrooms

(Syllabus, cont. on pg 6)

(Syllabi, cont from pg 5)

**Who decides what will be taught at your school?**

- You?
- Parents of your students?
- Administration?
- Local government?
- Department?
- Other?

Why do they make the decisions that they make?

How much input do you, the teacher, have in the process?

This previous discussion led to participants questioning exactly what is the difference between a syllabi and curriculum. This issue was address with the following information:

What is a Syllabus?

- Brainstorm with the people around you to come up with a good definition of the term *syllabus*.

**Syllabus Design vs. Curriculum Design**

Nunan:

“...traditionally syllabus design has been seen as a subsidiary component of curriculum design. ‘Curriculum’ is concerned with the planning, implementation, evaluation, management, and administration of education programmes. ‘Syllabus’, on the other hand, focuses more narrowly on the selection and grading of content.”

Richards:

“Syllabus design is one aspect of curriculum development but not identical with it. *A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.*”

(stress is mine)

**A syllabus:**

- is more than a schedule
- is more than an overview of course that you'll be teaching
- will help you organize your class in a way that helps to better facilitate learning

Now that we had defined what a syllabus and a curriculum was, we moved into discussing how we can implement this knowledge in order to plan our own syllabi.

Before you start planning, think about:

- What is your teaching situation?
- What are the linguistic and cognitive levels (and range) of students
- What are your course objectives?
- What textbook/teaching materials will you use?
- What are the expectations of your students (and/or their mothers)?

(Syllabus, cont. on pg 7)

(Syllabus, cont from pg 6)

Questions to consider when planning:

- Course rationale
  - What is this course for?
  - What is the course about?
  - What kind of teaching and learning will take place in this course?

More Questions to consider when planning:

- Describing an entry and exit level
  - Are your students elementary, intermediate, or advanced level when they start the class?
  - Where do you want them to end up?
- Choosing course content
  - What do you want to teach?
  - What do the stakeholders want you to teach?
  
  - What kind of class is it?
    - writing
    - speaking
      - conversation
      - discussion
      - debate
    - listening
    - presentation
- Determining the scope and sequence
  - What range of content will be covered?
  - To what extent should each topic be studied?
  - Do you go from simple to complex?
  - Do you follow a chronological order?
  - Do you focus on their needs?
    - If you're teaching students who will soon depart for an English speaking country, focus on:
      - basic literary skills
      - personal identification
      - money, shopping
      - time and dates
      - health
      - emergencies
    - Do you teach from big to small or small to big (*whole to part* or *part to whole*)?
    - Do you follow a spiral path, in which you do a lot of recycling of ideas as you move forward?

(Syllabus, cont. on pg 8)

(Syllabus, cont. from pg 7)

- Selecting a framework
  - Do you make a syllabus that is
    - situational?
    - topical?
    - functional?
    - task-based?
    - product oriented?
    - procedural or process oriented?
  - Do you follow a framework that is
    - Grammatical** (structural)?
    - Lexical** (targeting vocabulary to be taught)?
    - Situational** (organized around the English needed for a specific situation. eg. tourism English)?
    - Topical/context**
    - Competency-based** (Which is based on a specification of competencies that learners are expected to master)?
    - Skills-based?**
    - Task-based?**
    - Integrated**

How can a clearly-written syllabus help you in your everyday teaching?

- If your class is well organized, you will always know what you are going to be doing in the future.
- If your class is well organized, you can spend more time fine-tuning your lessons to better facilitate learning.
- If your class is well organized, it makes your job easier.

We wrapped up the workshop by looking at the questions at the beginning of the workshop again:

- What do you remember of the syllabi you had in university?
- Describe how you currently use a syllabus.
- Do you use a syllabus while teaching one-on-one lessons?
- How do you think a well-designed syllabus can help your lessons?

If you have any questions or comments, feel free to contact me at: [joe.walther@gmail.com](mailto:joe.walther@gmail.com)

### **Sources**

Harmer, J *How to Teach English*. (1998) Essex, England: Pearson Education Ltd.  
 Nunan, D. *Syllabus Design*. (1988) Oxford: Oxford University Press  
 Richards, J. *Curriculum Development in Language teaching*. (2001) Cambridge: Cambridge University Press



## Korean teachers' views on English as an International Language

By Lucy Yunsil Lee

The following is the summary of a presentation at the 15<sup>th</sup> KOTESOL International Conference on October 27<sup>th</sup>, at Sookmyung Women's University in Seoul.

### I. INTRODUCTION AND THEORETICAL BACKGROUND

There is no doubt that English today is widely used as the primary means of communication among speakers of many different L1s. In other words, it truly plays the role of an International Language, hence the term EIL. Similar concepts, such as World Englishes (WEs) and English as a Lingua Franca (ELF), have also taken part in the TESOL discussions (Jenkins, 2006:159). Even people without expertise in TESOL are promoting what they call 'Globish' (Nerrière, 2004).

Reflecting the needs in the 'expanding circle' (Kachru (1985), cited in Scovel, 2001), many scholars and teachers nowadays believe that the native speaker (NS) model, according to which the goal of language learning is to 'achieve native-like competence, is often 'not necessary or desired.' (McKay, 2002).

The survey I conducted during winter 2006-2007 investigates what Korean EFL teachers at the primary and the secondary school level think about their own English pronunciation and whether they would like to teach English as an EIL, not following the so-called '*nativeness principle*' (Levis, 2005).

My research questions were as follows:

- 1) What do Korean EFL teachers think about their own accent and pronunciation of English?
- 2) Do they adhere to the Native Speaker model?
- 3) Will they consider including "exposure to different varieties of English" (McKay, 2002:72) in their lesson?
- 4) Do they know (or have they heard about) the concept of EIL? What do they think it is?

### 2. METHODOLOGY

The participants of this study were 103 Korean teachers of English. There were 23 elementary school teachers, 31 middle school teachers and 49 high school teachers. Twenty-two people were in their twenties, 36 in their thirties, 34 in their forties and 11 were in the 50's and above. As for the gender, 32 were males and 71 were female teachers.

The teachers were given the questionnaire consisting of questions with a 5-point Likert scale. There were also two questions where they had to write in their own definition of EIL and the other asking which variety of English Koreans should emulate.

(Extensive Reading, cont from pg 1)

colligations (the semantic or grammatical relationships between words, for example why we say a *beautiful woman* but not a *\*beautiful man*, or why we say *blonde hair*, not *\*yellow hair*; *depend on someone to do something* not *\*depend of someone doing something*, and *be obsessed with something* not *\*do obsessed by something*). To illustrate the task at hand, here is a sample of some of the main collocations and colligations for the very common word *idea* (taken from Hill, and Lewis, 1997).

**Verb uses of *Idea*. “Abandon an idea.”**

abandon, absorb, accept, adjust to, advocate, amplify, advance, back, be against, be committed/dedicated/drawn to, be obsessed with, be struck by, borrow, cherish, clarify, cling to, come out/up with, confirm, conjure up, consider, contemplate, convey, debate, debunk, defend, demonstrate, develop, deny, dismiss, dispel, disprove, distort, drop .....

These are just a small part of the verb collocations and colligations of one word – *idea*. And most of them were not given. I only gave those up to the letter *d* and there are about 100 more! In addition, the learners need to pick up the tens of thousands of useful phrases, and chunks of language that characterize much of native language such as *I'd rather not*; *If it were up to me, I'd* ; *We got a quick bite to eat*; *What's the matter?*; *The best thing to do is* ... and so on and so on almost *ad infinitum*. If we now turn to the grammar, we can see a similarly daunting task ahead of our learners. Let's look at some examples of the *present perfect tense*.

A government committee *has been created* to ...  
He *hasn't seen* her for a while.  
Why *haven't you been doing* your homework?  
There's *been* a big accident in Market Street.  
*Have you ever seen* a ghost?

The present perfect tense, in its various guises, is masked by various forms. It comes with differing uses, differing subjects and objects, as questions, negatives or declaratives; in active or passive, in continuous or simple, with irregular and regular past participles, and so on. To be able to induce the rules underlying the forms, let alone the different uses and nuances of the present perfect tense, must take thousands and thousands of meetings. It is no wonder that typically it is several years after learners have been introduced to language features that they finally feel comfortable enough with them to start to use them correctly.

No learner has the time to methodically go through and learn all the above. No course book, or course, can possibly hope to teach even a tiny fraction of them. There is too much to do. But our course books were not designed to teach all of this. Our course books concentrate on introducing new language items each appearing in new chapters, with new topics all the time. For example learners may see copula for *be* and jobs in Unit 1, and in Unit 2 the *present simple tense* and simple actions, in Unit 3 frequency adverbs and hobbies are taught and so on. Each chapter has

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something new – new grammar, new vocabulary, new reading skills, new pronunciation points, and so on. Thus the structure of course books shows us that they are not concerned with *deepening* knowledge of a given form, only *introducing* it or giving *minimal practice* in it beyond a token review unit, or test. They do not concentrate on the *amount of* revisiting and revising necessary for acquisition. The assumption underlying most courses and course books is that our learners have ‘met’ or ‘done that now’ and we don’t need to go back to it, so we can move on. Adopting this view of language teaching (that ‘teaching equals learning’ implicit in these materials) is a massive mistake *if that is all we do*. We have seen that we need to meet the language features a lot in order to learn them. We also must meet them under the right conditions.

Considerable evidence (e.g. Nation, 2001; Waring and Takaki, 2003) suggests that our brains do not learn things all in one go, and we are destined to forget things we learn and we tend to pick up complex things like language in small incremental pieces rather than as whole chunks of language. We know for example that it takes between 10-30 meetings of a word receptively for the form (spelling or sound) of an average word to be connected to its meaning. A far greater number of meetings will be needed to deepen the knowledge of the word (e.g. to learn a word’s collocations and colligations, whether it is typically spoken or written, informal or formal and so on). This may take thousands of meetings – consider the word *idea* or the *present perfect tense* example above. Moreover, Laufer (1989) and Nation (2001), and many others have shown that unless we have about 98-99% coverage of the vocabulary of the *other words* in the text the chance that an unknown word will be learnt is minimal. This means that *at minimum* there should be one new word in 40, or 1 in 50 for the right conditions for learning unknown language from context. The figures for learning from listening appear to be even higher due to the transitory nature of listening.

As we have seen, course books are not designed to recycle words and grammar in later chapters and therefore do not meet these requirements for depth of acquisition. Course books deal with *initial* meetings with language. So, how are the learners going to deepen their knowledge if they do not have time to learn these things consciously, and our course books do not re-visit the features they teach? Where is the recycling of language we need for acquisition? The answer lies with graded or extensive reading.

Graded reading and extensive reading and listening are focused on several things. Most importantly, graded and extensive reading (and listening) is primarily about *meaning*. The aim is to read, or listen to, massive amounts of comprehensible language within one’s comfort zone with the aim being to build fluency. Reading fluently allows learners to read a lot of language which provides opportunities to notice and pick up more depth of knowledge about language features that the course books can only introduce. Importantly, if the reading text is too hard (less than about 98% knowledge of the surrounding unknown words), then their fluent reading will stop as will their chance of meeting a lot of language. Thus they will not be able to meet enough language input to meet and pick up new words or collocations from context. Therefore, it is *vital* that when they are learning to *use* language fluently that they read fluently and smoothly with minimal interruption. When they are *studying* language (such as that done in course books and

(Extensive Reading, cont on pg 12)

(Extensive Reading, cont from pg 11)

grammar books) the text can be more difficult. Very often in language programs I see teachers using native materials with the intention of exposing the learner to 'authentic' texts. This is fine if, and this is a *huge* if, *if the learner can deal with it*. If not, then the text is noise and frustrational (for the teacher and learner) and not instructional but interfering with instruction.

Probably most important benefit of being exposed to massive amounts of text is the opportunity it gives the learner to *consolidate* the language that was learnt discretely in the 'studying about' phases. Our course books, and studying language in general, *necessarily* remove the item being studied from its context so the learners can examine it. The aim is not about being able to work with *meanings*, but about being able to *understand* and get *control* over language features in an abstract sense. However, this knowledge is separated and removed from context and is knowledge *about* that feature which is not connected to other features. Therefore, It is largely unavailable for production in anything but a limited way. Therefore, the learners also must meet these items in real contexts to see how they work *together*, to see how they fit *together*. In other words learners must get a 'sense' or 'feeling' for how the language works. This can only be done by meeting the language items very often and by seeing them work together in actual language use (i.e. from their reading or listening). This depth of knowledge gives learners the depth of language awareness and confidence to feel comfortable with the language that will enable them to speak or write. Thus any program that does not allow learners to develop their comfort zone of language is denying them the chance to progress to productive language use.

Bluntly stated, language programs that do not have an extensive reading or graded reading component of massive comprehensible sustained silent individualized language practice will hold back their learners. Most language programs do not require their learners to read much. Instead, they consider the reading as some how supportive, or supplemental and rarely set fluent reading for homework. I have argued that it is *fundamental mistake* to consider sustained silent reading as supplemental, or optional. Extensive reading (or listening) is the *only* way in which learners can get access to language at their own comfort level, read something they want to read, at the pace they feel comfortable with, which will allow them to meet the language enough times to pick up a *sense* of how the language fits together and to consolidate what they know. It is impossible for us to teach a 'sense' of language. We do not have time, and it is not our job. It is the learners' job to get that sense for themselves. This *depth* of knowledge of language must, and can only, be acquired through constant massive exposure. It is a massive task that requires massive amounts of reading and listening.

If all learners do is plough through course books, and endless intensive reading books, they will not be able to pick up their *own* sense of how the language works until very late in their careers. This, I suspect, is one of the reasons people complain that even after several years of English education, Japanese learners cannot make even simple sentences. Simply put, they did not meet enough language to make sense of what they were taught in school. The endless drudgery emphasizing only abstract knowledge for tests, at the expense of language use, compounds this problem.

(Extensive Reading, cont on pg 13)

(Extensive Reading, cont. from pg 12)

Teachers and learners can opt out and avoid extensive reading (or listening) if they wish, but no matter what happens, it will still take a certain amount of time to get that sense of what is right in English. Getting a 'sense' of a language will take time. This applies just as much to general English classes as it does to special purposes classes. Learners studying a specialist area (say nursing or engineering) also need constant exposure to massive amounts of text from their discipline to master and consolidate their knowledge of the specialist language, too. Thus the principle that extensive reading is indispensable for all language programs is maintained. Where else are they going to pick up the collocations, the colligations and the tens of thousands of lexical phrases they need to sound native-like? Certainly not from only working with their course books, or word lists. Unless they read or listen extensively, they will be tied to classes and teachers, dictionaries and course books until they have met the required volume of language. There is no way round this. Thus, there is no excuse for not having an integral extensive reading program in every language program. It would, quite rightly, be a scandal if the learners were denied access to graded reading materials.

You may say, 'but we do not have a budget, time or resources to do this'. My answer is, speak to the people who make decisions, tell them why it is *vital* (not just a good idea) that your learners have chances to read (and are *required* to read if necessary) massive amounts of comprehensible texts within their comfort zone. If necessary, re-allocate budgets and re-draw curriculums to give your learners a chance to get out of your classes instead of pinning them in them. Carry on your good work with the course books to help them study about language but let's add the extensive reading component to deepen this knowledge, and not just as a supplement. Let's aim to make ourselves unemployed. It is our job!

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### Bio-data

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(EIL, from pg 7)

### 3. FINDINGS AND DISCUSSIONS

1) Knowing how Korean teachers of English regard their own pronunciation is important, as their confidence regarding it can and will influence their teaching. More teachers (52) say they don't use English than those who say they do (43). Even though there is not a big difference between the numbers, in the EFL situation in Korea, Korean teachers of English do not necessarily have many occasions to speak in English, unless they seek for some. It is also possible that they confuse their English class hours with the time they 'use' English.

Teachers who think they have a problem with pronunciation (45 people) outnumber those who say they don't have such a problem (26). However, more people (32) seem to consider this issue unimportant (as they chose 'not disagree nor agree'). Probably it is because they think others understand them well (66), even though they have some problem in pronunciation.

2) Korean teachers of English seem to be absolute followers of the Native Speaker model: a majority of them said 'imitating the native speaker model facilitates better pronunciation.' However, which variety to follow caused some dilemma: an equal number of the participants (36 each) were for and against the statement that the American pronunciation is the model to follow. Those who opposed either recommended other inner circle varieties, such as British or Australian English, or said the country is irrelevant. One possible follow-up research can be asking why a certain variety should be the model, and why the nationality doesn't matter.

3) 36% of teachers said they 'are willing to use audiovisual material recorded in a pronunciation other than American/British English, e.g. Asian, European and African accent,' but 35% said they are not. In other words, at least as far as this research is concerned, teachers seem to have divided opinions about using WE materials. That is no surprise because most ELT textbooks used in Korea tend to promote 'nativeness' as their goals. However, it seems to be a good sign that more and more teachers are open to the EIL concept.

4) When asked whether they know the term EIL, the majority of the teachers said yes (66 vs.36). They were asked to give their own definition of EIL. I collected their writings, and coded the recurring categories using the software Nvivo. The biggest number of the respondents mentioned 'communication' in their writing, followed by '(with) World people', 'Intercultural understanding' and 'varieties of English'. These were somewhat accurate ideas that are all closely related to EIL.

### 4. CONCLUSION AND FUTURE DIRECTIONS

This research is by no means a final one: it is part of a bigger study. There will be follow-up interviews. Based on the result of the survey I conducted, my preliminary conclusion is that Korean teachers of English are ambivalent: they are quite knowledgeable about EIL, agree with the basic concept, but still they strongly adhere to inner circle pronunciation norms and the Native Speaker model.

(EIL, cont. on pg 15)

(EIL cont. from pg 14)

Levis (2005) said that ‘progress in adopting ELF goals can only be achieved by explicit in-service and pre-service education on how English functions in the teachers’ immediate geopolitical environment.’ Today and in the future, Korea’s geopolitical environment calls for more interactions among non-natives than native speakers of English. English should enable Koreans to function effectively in such a world, not just a means to get into the inner circle societies.

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### **2007 KOTESOL Seoul Chapter Service Awards**

Congratulations to Ksan Rubadeau and Jennifer Young – recipients of the 2007 Seoul Chapter Service Awards.

Ksan has officially served first as Membership Coordinator and then as Treasurer of Seoul Chapter. Unofficially, she has stepped in and served as Membership Coordinator and Webmaster when those positions were vacant. Ksan has enthusiastically taken on many responsibilities for the chapter, particularly around conference time, and I really appreciate everything that she has done.

Jennifer has served the chapter as Member-at Large, Secretary and 1<sup>st</sup> Vice President. One of the Vice President’s duties is to support the President, and I have always appreciated the sound advice that I received from her. As well as her chapter responsibilities, Jennifer has been an active member of the Young Learners & Teens SIG and has represented the chapter at National events. She has been a great ambassador for KOTESOL and the Chapter.

Thank you, Ksan and Jennifer, for your contribution to the success of Seoul Chapter.

Mary-Jane Scott, KOTESOL Seoul Chapter Immediate Past President

## The Influence of Korean Phonology on English Pronunciation

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### The Author

Jonghee Shadix, MA-TESOL, teaches English pronunciation in the Professional Development Program of the Graduate School at the University of Alabama at Birmingham. In addition to teaching pronunciation to her students, she likes to pollinate new knowledge and skills from other relevant fields such as theatre. She involves VisiPitch, Lessac method, acting, and singing in her teaching. Currently she is taking actors' movement class and being trained for a certified teacher of the Lessac Method, a well-known voice and speech training work for actors. She is in the process of writing a pronunciation textbook according to the Lessac Method, and her most recent excitement is discovering the excellence of the Korean language in English pronunciation learning. Email: [jshadix@uab.edu](mailto:jshadix@uab.edu)

### Introduction

The similarity of the sound articulation between a learner's first language (L1) and the second language (L2) can affect learning positively while the differences between the two may influence it negatively (Jenkins, 2000). While teaching English pronunciation to international graduate students and scholars at an American university, the author discovered that Korean students lack production, fluency, and prosody in oral communication (Kim 1997b). Korean speech characterizes equally short vowel lengths, narrow pitch variations, lack of stress, and linking skills. However, Koreans demonstrate fewer problems in pronunciation of segmentals; what is more, Koreans can pronounce segmentals and prosody not existing in the Korean language faster than others. Segmentals and prosody that might take Chinese or Thai hours or even semesters to learn, Koreans can learn and retain after few repetitions.

For example, the author finds some Chinese and Thai speech patterns are highly resistant to change and many students confess 'no one showed them how to pronounce.' The following are tenacious, distorted pronunciation samples of Chinese and Thai speakers:

#### Chinese:

#### Target sounds pronunciation

#### Pronounced by Chinese

<u>/in/, /on/, /one/</u>	<u>/ing/, /ong/, /wang/</u>
<u>/from/</u>	<u>/fro/, /fron/, /frong/</u>
<u>/problem/</u>	<u>/problen/, /probren/</u>
<u>/family/, /lady/</u>	<u>/feminy/, /nady/</u>
<u>/the/, /they/, /that/, /them/</u>	<u>/lə/, /ley/, /let/, /lem/</u>
<u>/name/, /rain/, /mainly/</u>	<u>/nem/, /ren/, /menny/</u>
<u>/downtown/</u>	<u>/dantan/, /dangtang/</u>
<u>/money/, /learning/</u>	<u>/monney/, /learnning/</u>
<u>/happy/</u>	<u>/habby/</u>
<u>/but the/</u>	<u>/butə lə/</u>
<u>/second time/</u>	<u>/segonə tai/</u>

(Phonology, cont. on pg 15)



(Phonology, cont. from pg 14)

### Thai speech samples:

#### Target sounds

#### Pronounced by Thai

/program/	/poggam/
/problem/	/pobum/
/clinical design/	/kinica dessai/
/neglected/	/neckid/
/change/	/chen/
/downtown/	/dantah/
/time/	/Tom/
/blood pressure change/	/bahd pesser chen/
/let me try again/	/let me tai ghen/
/sixty three/	/sitty tree/
/ zero/	/seello/
/point/	/poi/
/five/	/fai/

No Korean speech includes the patterns seen in the above samples. Korean students' ability in observing, mimicking, articulating and retaining the pronunciation are not comparable to others. Since the Chinese students' fluency and TOEFL and GRE (Graduate Record Examination) scores are generally higher than Koreans', Chinese students tenacious pronunciation problems are not thought to be related to their IQ levels.

With this observation, a question arose: "Why can Koreans learn English pronunciation faster than others?" Thus the following assumption was made:

Since Korea's English education did not focus on oral communication and pronunciation in the past, Koreans' ability in English pronunciation might be related to what they use every day--the Korean language.

### The positive influence of the Korean language

Korean language is a phonemic language and can produce some 8,800 syllable sounds, and among them, Koreans use around 2,400 in their everyday life, while Chinese use 45, and Japanese, 200 (Park, 1995). Furthermore, many Korean phonemes are same or similar to the English phonemes: a, b, c, ch, d, e, g, h, l, j, k, l, m, n, o, p, q, s, sh, t, u, y, and all diphthongs. Koreans' multi sonic privilege in their L1 provides them to listen and speak many sounds daily, and commonalities in L1 and L2 sounds also aid Koreans' learning. Thus, it is understandable that for Koreans, mimicking new sounds in a new language is less of a struggle (Han, 1982; Kim-Renaud, 1992).

The Korean writing system is the only system in the world that has a known author. The scholastic King Sejong in the 15<sup>th</sup> century invented the Korean alphabet to teach the

(Phonology, cont. on pg 16)

(Phonology, cont. from pg 15)

‘correct sounds’ to the people so they could express themselves freely. With the 14 consonants depicting the articulating system, and the 10 vowels depicting the universe, earth, and the human, the Korean alphabet can conjugate some 11,000 syllables. The consonants are shaped to visualize the manner and the place of the articulating system and are organized according to the articulation points. For example, the velar sound /ㄱ/, and /ㅋ/ represent the back of the tongue contacting the soft palate; however, the shape of their English equivalents /G/ and /K/ do not show such relationship. These relationships are revealed in the rest of the Korean consonants but not in English. Thus the Korean alphabet is a visual alphabet (Geoffrey Sampson, 1985; Kim-Renaud, 1992). Even though some sounds in Korean’s L1 and L2 are not consistent, the Korean writing system can aid the learning of English considerably.

### The negative influence of the Korean language

In spite of the above merits, the differences in word order, segmentals, prosody, and phonological rules in Korean and English can cause difficulty in Koreans’ L2 learning. For example, /ㄹ/ is not quite the same as /l/ or /r/ in its sound, and articulation. It is a flap sound produced in the gum ridge slightly behind the point of the English flap; /CH/, /G/, /J/, /SH/, /R/ require lip pursing, but Korean equivalents /ㅈ/, /ㅉ/, /ㅊ/, /ㄹ/ do not. The /W/ and /Y/ are darker sounds compared to the Korean equivalents of /ㅍ/ and /ㅑ/, and /F/, /V/, /Z/, /ZH/, /æ/, short /I/ as in /sit/, short /U/ as in /put/, and in a strict sense, /W/, and /Y/ are not used in the Korean language but substituted with the similar sounds.

Furthermore, when linking consonants, Koreans unconsciously apply the Korean ‘consonant assimilation rule’: a stop before a nasal becomes a nasal’ (Kim-Renaud, 1992) as seen in the following in Koreans’ speech:

부엌문[buθkmun]--부엌문[buθŋmun] kitchen door  
 옷마다[otmada]– 온마다 [onmada] every garment  
 백년[bæknjθn]—백년 [bæŋnjθn]—one hundred years

- dark night—dahng night (velar-nasal)
- park near—pahng near
- took my—toong my
- like me—laing me
- pick me—ping me
- look like—loong nike/loong like
- luck may—lung may
- drop your—drom newer
- deeply—deemny
- development: develomment
- It means—in means/im means

(Phonology, cont. on pg 17)

(Phonology, cont. from pg 16)

This way, students produce words either non-existent in English or unintended by the speaker, which can cause miscommunication. To correct these problems, the author instructs her students to hold the tongue in the position of the first consonant without releasing it before pronouncing the next consonant ('play and link' in the Lessac method) (Lessac, 1997).

In the following examples, Koreans either assimilate or flap the /t/ before the 'lip pursing sounds' while their American counterparts glottalize it in the fast speech:

<u>Expressions</u>	<u>Koreans</u>	<u>Americans</u>
That was	Der was	tha? was
It was	Ir was	I? was
What you	wan new	wha? You/wha chyoo
That your	den newer	tha? your
Not really	non nearly/ nal-learly	no? really

For this problem, in addition to the Lessac's 'play and link' method, the author introduces glottalization in place of the /t/, for which the tongue rests on the oral cavity floor, and the tongue tip touching behind the lower gum ridge while feeling the sense of the glottis closing. This takes a few attempts for Koreans but takes a considerable amount of time and repetitions for Chinese to achieve the correct sounds, feelings, and movements.

### Conclusion

Unexpectedly, through teaching English pronunciation, this author discovered the power of the Korean language for learning English pronunciation. Because of the positive influence of their L1, Koreans have an advantage in speedily learning English segmentals, which is one of the critical elements of English pronunciation and the negative influence can be overcome. So instead of focusing on the negative aspects of the L1 and labeling Korean students as 'un-teachable,' educators can utilize the excellence of the Korean language, Korea's national treasure, for the improvement of Koreans English pronunciation.

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## Strengths as a NNEST in Teaching Academic Speaking

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### Introduction

It is sometimes NNESTs (Nonnative English-speaking Teachers) themselves that under-value their practices in a language classroom and see themselves as somehow less competent as users of English. As confident TESOL Professionals, NNEST individuals need to reflect upon his/her own experience as a learner of English in order to find their own strengths as NNESTs that best serve our students' learning.

### Belief: The wrong perception in NNESTs

NNESTs themselves can under-value their practices in a language classroom by comparing their linguistic skills against NESTs (Native English-speaking Teachers). One might assume that NNESTs may do so naturally because it is said that NESTs are more favored by the general public and NNESTs are sometimes excluded in the job market due to their perceived linguistic abilities. While such a social situation may justify NNESTs' mindset, the truth is that NNESTs do not have to agree with the perception. It is rather the NNESTs individual responsibility to act mature, finding a new way of evaluating their own practices and letting their students speak for them that NNESTs have something valuable to teach. A leader in TESOL encouragingly asserts that she has now come to a point where she is confident about herself as a language instructor, "because of being a NNEST, not instead of" (Kamhi-Stein, 2007).

The tendency that NNESTs may not see their own strengths ironically comes from the well-accepted notion that is supposed to encourage NNESTs; that is, NNESTs and NESTs are equally effective at teaching English (Medgyers, 1994). While Medgyers (1994) clearly lists six positive aspects of being a non-native, I, for one, have found difficulty in interpreting them as encouraging information. As an instructor who teaches an academic speaking skills course, it was important for me to be able to become a model of language use and to provide a meaningful English language environment for students. Medgyers' lists (1994) did not include such characteristics as NNESTs' strengths.

Indeed, the problem is not the list itself but the reaction towards it. In fact, leaders of the NNEST Caucus in TESOL assert that we need to critically examine what seems to be already established as notions, for applied linguistic theories can easily make skilled and even experienced teachers view themselves as marginal just because they are not native speakers. For example, Mahboob (2007) questions the Kachru's (1982) categorization of countries where English is spoken (Lecture). According to Kachru's (1982) model, NNESTs are likely to belong to the "expanding circle" who have learned English as a second or foreign language (Mackay, 2002). Mahboob (2007) argues that it might make sense in identifying ourselves as where we stand as English users; however, the model is problematic in that it visually and naturally suggests that NNESTs exist in the marginalized peripheral world, while there are native speaking people in the center of the world (Lecture).

(NNEST, cont. on pg 19)

(NNEST, cont. from pg. 18)

### **Finding my NNEST-ness that works**

Such a perspective allows me to avoid being influenced by the negative view that I may be an outer circle person as a user of English and to start valuing myself as an owner of English. It results in finding that English is part of myself, my culture and my identity, because English language learning has been a series of discoveries of who I am and who I am not. Facing the gap between who I am and who I would like to be takes courage, energy and confidence, which can become one important source of what NNESTs can contribute to students' learning. Such a gradual process of becoming competent users of English has to be more valued and analyzed with students. Hence, NNESTs' experiences can convincingly highlight the important aspect for students' learning; that is, teachers' job is to help students discover that the process of their change is not from bottom to top, not from marginal, peripheral to the center, but simply from where you are now to where you would like to be.

The question, "can NESTS and NNESTs be equally effective at teaching English," is the wrong question, for it is not being a NNEST or NEST that determines how successful one could be as a TESOL professional (Liu, 2004). Instead of under-valuing ourselves, we should know that students need NNESTs' perspectives as "multi-competent language users" and "L2 users" (Cook, 1999). Better questions are to reflect upon experience as a learner of English to investigate his/her own belief in what English is, what his/her relationship with English has been, and therefore, how it should be taught. (Brady, Braine, Kamhi-Stein and Mahboob, 2007).

### **Practice: Teaching Pronunciation**

A course at ICU, called Academic Speaking, is offered in the first semester for freshmen, who are mainly native speakers of Japanese. It is part of the communicative strategy classes such as listening and learning strategies taught by both Japanese and non-Japanese instructors. Each class has approximately 20-25 students. The course is designed to introduce students to the speaking skills necessary for effective communication in an academic environment. The primary goal is to provide a context where students can build fluency, as well as accuracy in English for academic purposes.

The area which my students (Japanese college freshmen) were interested in, and which accepted linguistic notion might not support me as valuable to give instruction for was, in particular, pronunciation. I decided to value each student's voice, because I believe that dealing with their pronunciation issues will enable individual students to explore some of the socio-cultural affective issues in learning to speak another language. For example, a typical concern from my students is that speaking English creates a feeling of falseness and therefore, he/she is too embarrassed to speak English. My response to such a comment is, "just learn to like the uncomfortable feeling because such a feeling won't go away no matter how fluent you become." I do not show much sympathy for their feeling uncomfortable but help them with pronunciation, due to the following reasons.

(NNEST, cont. on pg. 20)

(NNEST, cont. from pg. 19)

The first reason behind my instruction is that the greatest challenge in studying English comes from what all human beings have, called pride. Speaking and listening to another language takes one's own pride, which takes courage and energy to humble oneself. My advice, "learn to like the uncomfortable feeling," means that pronunciation is about thinking of others; that others can understand you better and easier. Most students do not have such a perspective but struggle with anxious feelings about how their sounds are judged.

The second reason is that creating such a feeling is just what our brain does naturally and nothing can be done (Lieberman, 2000). Humans have a special function in the brain, a "language thinking system" called "Functional Language System" (p. 37) that makes us think, perceive, and speak language. Its judgment is whether the perceived sound is something familiar or not, including the sounds we make. When the sound is close to the fundamental frequencies in their own language, it sounds right to them. Thus, speaking a foreign language naturally makes us feel uncomfortable, as well as our foreign accented English will always be perceived something wrong in the counterparts' mind. It is nobody's fault but rather a state of fact that we all must accept.

Discussions with my colleagues can add another reason for me to include pronunciation issues in my speaking class. That is, NESTs and NNESTs respond to my interests in teaching pronunciation significantly differently. NESTs tend to show empathy about students' sounds of English but not always supportive about teaching pronunciation, showing more interests in identity issues with their own pronunciation and applying it into students' feeling. On the other hand, NNESTs recognize that it is not a student's choice to sound like they do, and point out the fact that many Japanese students give up studying English because they do not want to be embarrassed with their own speech. My interest in students' hope towards sounding more like their communication counterparts may come from the fact that I am a NNEST.

The actual activities and techniques of teaching pronunciation are still in progress. However, the limited experience seems to suggest that use of IC recorder and taking reflective notes seem to serve well in my context. The pronunciation features that have been included in my speaking class are; for instance,

- word stress (strong and weak syllables),
- focus words (the strongest beat),
- speech rhythm,
- intonation (the melody of speech), and
- thought groups (pausing and phrasing).

Fixing students' pronunciation of each segment is not my intention, for the objectives of teaching pronunciation is to help students learn strategies of overcoming the issues of language ego. Some anecdotes show that students have begun to realize that their purpose of trying to change their pronunciation is not about themselves being confident but about others being able to understand the students' speech more easily.

(NNEST, cont. on pg. 21)

(NNEST, cont. from pg. 20)

### **Conclusion:**

Those of us who have gone through various experiences in studying English as learners and still decided to become teachers of English must have many anecdotes to share with their students that could support students' learning. In my case, it was to value more the students' voice that states their interests in learning pronunciation. Indeed, it has proven true that planning a lesson and activity takes time. In addition, more research is necessary for examining the power of sounds and meaning in our brain, and the effectiveness of teaching pronunciation needs more investigation and exploration in the future. However, it should be recognized that "NNESTs use the concept of NNEST as a lens, in order to look at theories in Applied Linguistics more critically and examine them" (Mohboob, 2007).

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## Check It Out: Helpful Published Professional Resources

**Authentic Assessment for English Language Learners:  
Practical Approaches for Teachers  
J. Michael O'Malley and Lorraine Valdez Pierce**

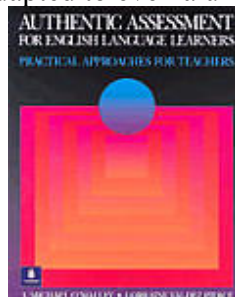
In my experience of reading professional book reviews, most have been about books that the authors have recently read. In this book review I'd like to review a book that I haven't recently read but read during my graduate studies years ago. However, I continue to refer to it almost on a weekly basis due to its practicality for the classroom. I'm referring to the book *Authentic Assessment for English Language Learners: Practical Approaches for Teachers* by J. Michael O'Malley and Lorraine Valdez Pierce.

Usually when we read professional books, we don't have the privilege of having the author there with us to answer questions as we read. I was fortunate to take an Authentic Assessment class with one of the authors of this book, Lorraine Valdez Pierce. She was not one of the easiest teachers but she was dedicated to the profession, very clear in her expectations and knew her stuff. I found the interaction with her in the classroom to be very helpful later on when referring back to this book for application in my classroom.

This book is a valuable resource to any ELT teacher's library because it discusses the theory and justification behind authentic assessment in a very clear and understandable way, as well as supplementing it with practical examples and explanations for the teacher to provide authentic assessment in their own classroom.

O'Malley and Valdez Pierce begin by giving a definition of authentic assessment and discussing the reasons, supported by research, behind moving toward a more authentic form of language assessment in our classrooms. It then moves into "laying the groundwork" for helping teachers design authentic assessments. The majority of the rest of the book breaks down authentic assessment into portfolio assessments and assessments for specific areas of language learning (i.e., speaking, reading, writing, content specific). Each of these chapters also provides examples of rubrics or authentic assessment used by practicing language teachers in a public school district in Virginia in these language areas. These examples provide insightful and practical examples for the reader to apply to his/her own classroom. The rubrics can be reproduced for classroom use as stated at the bottom of each rubric.

One criticism of this book might be that it was written with a K-12 population in mind. However, the language skills assessed by the authentic assessments in this book are universal among ELT students so they can be adapted to even a university or adult student population.





## Teachers In Action: Professional Development/Volunteer Opportunities

### **Christian Teachers SIG**

By Heidi Vande Voort Nam, CT-SIG Facilitator,  
and Grace Wang, Seoul Coordinator

KOTESOL's Christian Teachers Special Interest Group SIG was launched in the summer of 2004. The founders, Patrick Guilfoyle and Shirley DeMerchant, felt that the CT SIG would fill a need for Christian teachers to network, share resources, and encourage one another in the faith. They wrote that the purpose of the Christian Teachers SIG is "to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle and service to others by:

- providing role models who integrate their faith with their profession
- sharing resources for teaching and personal spiritual growth
- encouraging one another through fellowship and worship."

To further this purpose, Patrick Guilfoyle set up an on-line discussion board ([http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG/](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/)) and, along with Jerry Foley and Shirley DeMerchant, hosted a panel discussion at the October 2004 KOTESOL international conference. Heidi Vande Voort Nam has been facilitating the group since January 2005.

The on-line discussion board provides a space where Christian teachers can encourage one another and share prayer requests as well as exchange teaching ideas, resources, and information about professional development opportunities for Christian teachers in Korea. There has been particular interest in organizing retreats that focus on the connection between faith and teaching.

The group has also organized both formal and informal meetings for Christian English teachers. Local coordinators volunteer to help Christian teachers in a given area make contact with one another. Our current coordinators are Grace Wang ([ghwang97 AT gmail DOT com](mailto:ghwang97@gmail.com)) in Seoul and Virginia Hanslien ([virginia18 AT gmail DOT com](mailto:virginia18@gmail.com)) in Daejeon. In September 2006, the CT SIG held its first symposium at Honam University in Gwangju. Presentations addressed cross-cultural issues, teaching in a secular contexts, and church-based language programs for children in rural areas.

Membership in the CT SIG is open to all KOTESOL members who are interested in networking with Christian teachers. For more information, contact Heidi Vande Voort Nam at [heidinam@gmail.com](mailto:heidinam@gmail.com).

Note: Religious activities such as retreats and prayer meetings for Christian teachers are supported by those who choose to participate. These activities are neither funded nor endorsed by KOTESOL.

## Past Conference Reviews: KOTESOL Seoul Chapter Annual Conference

By Jennifer Young, Seoul Chapter 1<sup>st</sup> Vice-President  
Annual Seoul Chapter Conference

For the second consecutive year, Soongsil University hosted the Seoul Chapter Annual Conference. It was a half-day filled with presentations on a variety of useful and interesting topics. Despite the gloomy weather, the conference was well attended.

The plenary speaker, Mario Rinvolucri, was, as expected, hugely popular. He is well known by ESL teachers due to his four decades in education, during which time he has written prolifically on a variety of issues, but he is perhaps best known for his books on classroom activities. He demonstrated great stamina and enthusiasm by presenting three concurrent workshops in addition to his plenary address after traveling all the way from the UK for the conference.

His plenary, *The Perceptual Filters that Protect Teachers from New Exercises*, looked at the various reasons teachers may be reluctant to try new things, such as personal likes and dislikes, preconceived notions about their students, their culture, and/ or their professional beliefs as a teacher regarding what are good or bad activities. In addition to the plenary, Mario presented three workshops based around three of his textbooks, *Dictation: New Methods, New Possibilities* (Davis and Rinvolucri, 1989), *Humanizing Your Coursebook* (2003), and *Once Upon a Time: Using Stories in the Language Classroom* (Morgan and Rinvolucri, 1984).

The KOTESOL Research Committee presented a series of three workshops taking attendees through the stages of a project, from selecting a topic, to collecting and analyzing the data, to using the proper form for publication. These workshops were presented by Dr. Bill Snyder, David D.I. Kim, and Dr. David Shaffer respectively, three very familiar faces in KOTESOL. The popularity of these presentations indicated that a number of attendees are interested in pursuing research projects of their own.

Last, but certainly not least, co-hosts Korea Teacher Training presented three workshops. Former Seoul Chapter President (and current National 1<sup>st</sup> VP) Tory Thorkelson demonstrated ways to incorporate drama in the classroom. Tim and Kristin Dalby discussed how they have successfully used student surveys for feedback in their classes. Jana Holt and Charles Middleton's workshop showed how errors and error correction could be used in conjunction with culture lessons. Korea Teacher Training is a department of KOTESOL that provides workshops on a broad variety of topics of interest to language teachers.

The Annual Conference also serves as Election Day for Seoul Chapter and this year's election led to several changes on the Executive Committee. After two years of tireless leadership as president of the chapter, Mary-Jane Scott stepped down. Former 2<sup>nd</sup> Vice-President Frank Kim was elected to succeed her. Jennifer Young was re-elected 1<sup>st</sup> Vice President. Bruce Wakefield, former Workshop Coordinator, was elected 2<sup>nd</sup> Vice-President. Grace Wang was re-elected to the position of Secretary. Finally, Ksan Rubadeau was re-elected to the position of Treasurer. The elections were presided over by Nominations and Elections Officer Joe Walther.

### **KOTESOL Teacher Training (KTT) Program**

“We are a department of KOTESOL. As such, our aim is to help fulfill the KOTESOL mission, which is: "To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea."

We aim to accomplish the KOTESOL mission by supporting English instruction in Korea through providing training and resources for teachers”

(KTT Mission Statement, cited from KOTESOL website [www.kotesol.org](http://www.kotesol.org), 9/19/2007)

Back in 1998 the KOTESOL Teacher Development Special Interest Group began KTT to provide professional development opportunities through workshops to teachers of all English instructional levels in Korea. It is now an official department of KOTESOL. The program is currently being coordinated by Tory Thorkelson who has also been one of the workshop presenters in the program, as well as a past Seoul Chapter president.

At the present time, it provides presenters on various academic topics that can come to your educational facility and present workshops. Each presenter has an area of expertise which you choose as relates to your specific professional needs. According to the website, areas of instruction available at the moment are Learning Methods, SLA Theory, ESL Methods Survey, Classroom Management, First Day Activities, Pronunciation Builders, Teaching Reading Skills, Teaching Writing Skills, Listening Skill Development, Using Authentic Materials, Action Research, Teacher Talk, Drama Activities, Using Newspapers, Resources & Research, Assessment and Evaluation. Other topics may also be available upon request.

If you are interested in either booking a teacher trainer or becoming a teacher trainer, contact Tory Thorkelson at [thorkor@hotmail.com](mailto:thorkor@hotmail.com) or through the KTT link on the KOTESOL website, [www.kotesol.org](http://www.kotesol.org).

**Find out more about the Seoul Chapter by visiting our  
updated homepage at  
<http://www.kotesol.org/?q=seoul>**