



KOTESOL
대한영어교육학회

THE ENGLISH CONNECTION

A Publication of Korea Teachers of English to Speakers of Other Languages

Commitment to Diversity in EFL Education

By Robert J. Dickey

Diversity has been the chief buzzword in education over the past 30 years. Few would challenge the benefits of a broader perspective, of social inclusion, of representative sampling. On the other hand, aspects have been hotly contested, such as affirmative action and desegregation. It seems to be an acclaimed goal that is difficult to put into action. Even harder to live with.

When we talk about “diversity” in language teaching, what are we talking about? Is this something new? Is the teaching of English somehow different from the teaching of other languages (and should it be)? Does it matter whether we are teaching in Kachru’s (1985) “inner circle” lands (e.g., USA, Canada, UK, Australia) the “outer circle” lands (e.g., India,

Continued on page 8.

What’s Inside?

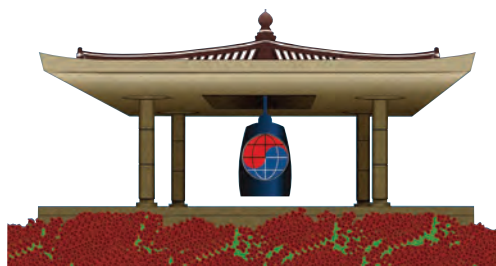
Teaching in the Blogosphere
Sam Henderson

Leadership Retreat 2005
Todd Vercoe

English in the Antipodes
van den Hoven & Wakefield

Chapters in History
Seoul Chapter

Upcoming Conferences
Calls for Presentations



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

March 2006

Email us at KOTESOL@asia.com

2006 KOTESOL Spring National Conference

Helping Students Open Doors to Learning:
Sharing What Works in the Korean ELT Classroom

Cheonan Campus, Hoseo University
Saturday, May 13th, 10 a.m. to 6 p.m.



www.kotesol.org





THE ENGLISH CONNECTION

A Publication of Korea Teachers of English to Speakers of Other Languages

Contents

The English Connection
 March 2006
 Volume 10, Issue 1
 ISSN: 1598-0456

대한영어교육학회
www.kotesol.org

Feature

- Commitment to Diversity in EFL Education 1
Robert J. Dickey

Columns

- President's Message: Leaping into Spring 5
 From the Editor's Desk: Kia Ora 7
 Chapters in History: Seoul Chapter - At the Center 10
A. Kim, P. Nelson, and D. Shaffer
 Members' Forum: Show Me the Money 14
Jake Kimball
 Membership Spotlight: Allison Bill - On With the Show! 17
David E. Shaffer
 Culture Corner: Kiwi-Ease - English in the Antipodes 18
Melanie van den Hoven and Bruce Wakefield
 Action Research: Quantitative vs. Qualitative 22
Andrew Finch
 Young Learners: Using Literature to Teach the Four Skills 23
Eowyn Brown
 Writing Right: Teach Backwards, Let Students Fail 24
Adam Turner
 Word Whys: Figure a Tive Language 25
David E. Shaffer
 Training Notes: Teaching English With Songs 26
Akiko Otsuki
 Grammar Glammar: Active Strategies for the Passive Voice 28
Ksan Rubadeau
 Web Wheres: Amazing Amazon 29
Jake Kimball
 Professional Development: Understanding Korean Learners 30
Kevin Landry
 Connecting with CALL: Teaching in the Blogosphere 31
Sam Henderson
 Book Review: Star Teachers 32
Reviewed by Andrew Finch

News/Reports

- 'Round & About KOTESOL 13
 KOTESOL 2006 Call: The 14th Korea TESOL International Conference 16
 Conference Report: ThaiTESOL 2006 33
Gye Hyoung Yoo
 Leadership Retreat Report 34
Todd Vercoe
 KOTESOL In Action 36
Maria Lisak

For Your Information

- Corea Calendar & KOTESOL Kalendar 15
 Who's Where in KOTESOL 40
 Korea TESOL Membership Information 44
 World Calendar 45
 Constitution and Bylaws of Korea TESOL 46
 2006 TESOL International Summer Academy 47

THE ENGLISH CONNECTION

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

Editor-in-Chief

Jake Kimball

(W) 053-782-2330, Email: tec.editor@gmail.com

Associate Editor

Dr. David E. Shaffer

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 017-274-9181, Email: disin@chosun.ac.kr

Publications Committee Chair

Michael Duffy

(W) 031-460-4610, (H) 031-462-4375,

(Pager) 012-789-4080

Email: mgduffy45@hotmail.com

Column Editors

Louisa T. C. Kim (President's Message)

(C) 010-6302-3588,

Email: louisakim_kotesol@yahoo.com

**Dr. David E. Shaffer (Membership Spotlight,
Chapters in History, Word Whys, Who's
Where in KOTESOL, 'Round & About)**

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 017-274-9181, Email: disin@chosun.ac.kr

**Jake Kimball (Young Learners, From the
Editor's Desk, Web Wheres, Calendars)**

(W) 053-782-2330, Email: tec.editor@gmail.com

Adam Turner (Writing Right)

Email: adamturner7@gmail.com

Douglas Margolis (Training Notes)

Email: margolis@hawaii.edu

Dr. Andrew Finch (Action Research)

(W) 053-950-5832, Email: aef@bh.knu.ac.kr

Ksan Rubadeau (Grammar Glammar)

(W) 031-680-3641,

Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca

Maria Lisak (KOTESOL In Action)

(W) 063-469-4334, (C) 0110-3144-0562

Email: kotesolmaria@hotmail.com

Advertising

Dr. Robert J. Dickey, OP Liaison

(C) 016-834-0968

Email: rjdickey@content-english.org

Production

Design by **Media Station** / Printing by **Myeongjinsa**

ISSN:1598-0456



THE ENGLISH CONNECTION, published four times a year, quarterly, is the official newsletter 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. Advertising is arranged through Dr. Robert J. Dickey, Email: rjdickey@content-english.org, or Cell: 016-834-0968.

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 that 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 / 2,000 won (US\$2) to non-members

Leaping into Spring

Spring. Thomas Nashe's poem by this name begins: "Spring, the sweet Spring, is the year's pleasant king." Indeed, Spring is a pleasant time for renewal and growth, especially after the long, cold and dreary winter! I hope that March finds you all rejuvenated from the vacation you have just had, and that you are all ready to leap into action and participate the many events we have planned for you!

Starting in April, both the North and South Jeolla Provinces are hosting their spring conferences. North Jeolla Chapter will have their conference at Jeonju University, whilst Gwangju-Jeonnam Chapter will host theirs in Gwangju. Further details on the dates and venues can be found inside this issue of TEC. The Seoul Chapter conference will be held on the 27th of May under the theme *Classroom Management: Creating a Successful Classroom* at Hanyang University.

Our main event of the Spring will be the 2006 KOTESOL National Conference, hosted by the Daejeon-Chungnam Chapter at Hoseo University's Cheonan Campus on the 13th of May. This year's theme is *Helping Students Open Doors to Learning: Sharing What Works in the Korean ELT Classroom*. The National Conference is coordinated similarly to our annual international conference, where international speakers are invited to stimulate your quest to be a better equipped teacher and publishers are present to satisfy your teaching material needs!

President's Message

Continuing with last year's success, Daegu Chapter will once again be co-hosting a conference with Kyungpook National University. The 2nd KNU-KOTESOL Conference on Globalization and English Language Learning is scheduled for the 3rd of June.



Needless to say, besides these exciting national events, your local chapter also has its monthly meetings that offer workshops with useful teaching tips, and a chance to meet and network with other teachers in your area!

On the international front, upcoming events include the annual TESOL Convention and Exhibit, to be held in Tampa, Florida, USA, from the 15th to 19th of March, and the IATEFL Conference, to be held in Harrogate, Yorkshire, UK, between the 8th and 12th of April. Both are celebrating their 40th session and are sure to provide exciting and valuable insights into the teaching of English. The Australian Department of Education, Science, and Training will be hosting an International Education Forum in Brisbane on the 3rd to 5th of April, with the view to provide a glimpse of what the future of the international education and training industry will become. I am sure that this will be highly enlightening to all who are making a career of teaching English.

A handwritten signature in cursive script, which appears to read "Louisa T.C. Kim".

Louisa T.C. Kim
Korea TESOL President

If you are looking further ahead in you social calendar and preparing for some solid and constructive activities in the summer, your search stops right here! This year, the TESOL International Summer Academy will be held at Sookmyung Women's University on the 29th and 30th of July, and KOTESOL is proud to be a collaborator in this event. The four featured workshop leaders, Richard Day, Marc Helgesen, Caroline Linse, and David Nunan, will be conducting workshops in reading, listening, phonics, and grammar, respectively.

Each workshop is limited to only 37 participants! So, to ensure that a space is reserved for you, register now to avoid disappointment. You will find further information within the pages of this issue.

Before I close, I would like to offer my sincere apologies for the delays in membership card and certificate delivery and extend my heartfelt gratitude for your patience in waiting to receive them. I am pleased to say that a volunteer has been found for membership card and certificate production. To this task we welcome Sam Henderson, current CALL SIG facilitator. Thank you, Sam, for stepping forward in our hour of need!

As always, I would like to remind all of you that KOTESOL is a volunteer-based association whereby the help from our members is essential for our survival. So if you think you have the time and energy to contribute to a better KOTESOL, get in touch with your local chapter officers now and start getting involved. It may be the step that eventually leads to you penning this column!

I encourage you to actively participate in this "sweet Spring" of upcoming KOTESOL events. It is sure to be the year's pleasant king. I look forward to seeing you there.



2006 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is offering the following research grants for 2006:

1. Two research grants of 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year, and the results must be published in the *Korea TESOL Journal* or other comparable journal within one year of completion.
2. Five research grants of 200,000 won each for academic presentations to be presented at the 2006 KOTESOL International Conference. The research papers of these presentations must be published in *KOTESOL Proceedings 2006*.

For further information and proposal applications:

Contact David Shaffer at: disin@chosun.ac.kr or kotesol@asia.com

Proposal Submission Deadline: **May 31, 2006**

The Korea TESOL Journal

CALL FOR PAPERS

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

Inquiries / Manuscripts to:

Dr. Hee-Jeong Ihm, Editor-in-Chief, at
heejihm@empal.com

Submissions are being accepted for publication in
Korea TESOL Journal, Volumes 9.

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

Kia Ora



Hopefully my greeting has caught your attention. As New Zealanders might know, *Kia ora* means “hello,” or “good health,” in Maori. Along with the green buds of spring, we bring to you Volume 10, Issue 1 of *The English Connection*, which also happens to be a decade anniversary. As you leaf through these pages, you are sure to find a great deal of fresh and instructive content to engage your interest.

Our Spring Lineup

- Diversity in ELT is the topic of March’s feature, which Dr. Robert Dickey has adapted from his plenary, titled “Commitment to Diversity in EFL,” originally delivered at Suwon Chapter’s Conference. The gist of the feature is that EFL classrooms are diverse and dynamic organisms, with many factors affecting classroom outcomes. *Chapters in History* features Seoul Chapter, and many contributors are to be thanked for their collaborative efforts in detailing the chapter’s long and colorful history.
- In our regular columns, we have an expanded *Culture Corner*. Melanie van den Hoven teams up with Bruce Wakefield to introduce Kiwi culture. This article complements the article on diversity. *Members’ Forum* tackles marketing and program evaluation aspects of ELT by addressing examples of excessive market competition, which in turn leads to a misinformed public unable to make sensible decisions on how to go about their studies. Allison Bill, KOTESOL Conference Committee Chair, is featured in *Membership Spotlight*. Allison is a timely choice for spotlighting as preparations for the 2006 International Conference are well underway.
- Dr. Andrew Finch’s *Action Research* column draws our attention to the pressing need to investigate learner variables that quantitative research methods do not sufficiently measure. Kevin Landry, in *Professional Development*, persuades readers to consider the advantages of getting to know one’s students as individuals with unique interests. Adam Turner returns with *Writing Right* tips and suggestions. In *Grammar Glamour*, Ksan Rubadeau focuses on the passive voice, and shows how textbooks are inadequately covering its meaning and use. Literature and the four macroskills is the focus of Eowyn Brown’s *Young Learners* article, and in *Training Notes* Akiko Otsuki writes on the use of songs and music. *Word Whys* author Dr. David Shaffer distinguishes between and points out a useful commonality of metaphors, idioms, and proverbs. Sam Henderson, in *Connecting with Call*, introduces readers to the ins and outs of blogging. Making the most out of Amazon.com is the subject of *Web Wheres*. Dr. Finch has also contributed the *Book Review* on *Star Teachers*.
- Although the winter season was seemingly quiet, KOTESOL members were indeed active. Yoo Gye Hyoung reports as the KOTESOL representative to ThaiTESOL’s International Conference and Todd Vercoe recounts KOTESOL’s annual Leadership Retreat which was held in December. *Round and About* and the *KOTESOL In Action* reports outline our organization’s recent and upcoming activities. Direct a watchful eye onto the advertisements showcasing our spring conference schedule, including the National Conference slated for May 13 in Cheonan to be held at Hoseo University, and chapter conferences in Gwangju, North Jeolla, Seoul, and Daegu. Also take note of the 2006 Call for Elections Candidates and research funds available to members. This is all news you can use. *Ka kite ano* (“see you again”)! 

From the Editor’s Desk

Jake Kimball, Editor-in-Chief



Continued from page 1.

Philippines, Nigeria), or in the “expanding circle” lands where English may be used locally, but isn’t established (Korea, Japan, China)? Does it take a different form within a largely homogeneous society such as Korea? Does cultural setting play a role?

We should close the introduction with an observation - there are no easy answers, only questions that raise further questions. The quest for learning may itself be the solution. Along these same lines, this is not a research article filled with references to those who know. Instead, it aspires only to start discussions on the topic, to encourage others to travel the same road.

Basic Issue: The Learners

What are some of the diversity issues in EFL? A natural starting point is in the learners themselves and the learning environment. A quick non-scholarly review of language learning history is illustrative - ancient tribal peoples learning the language of their neighbors (particularly women who found themselves as wives in another language group), the Greeks and Romans learning the languages of the “great civilizations” before them, Europeans learning the Latin Bible, the English studying French from emigres and Latin, or even ancient Greek, from books, the colonized learning the colonial language... yet even within contemporary (supposedly homogeneous) Korean classrooms we can see many other issues of diversity amongst our learners. Just because they are all Korean (unlike the ESL environment) doesn’t mean they are all the same. Identifying varieties, and how we might deal with them, is just one area for consideration. What do they like to do; can we build a TPR lesson from that? What

What is diversity in TESL - there are no easy answers.

do they like to read or study? How about a thematic lesson instead of the same old coursebook? If it is a mixed-level classroom (they usually are), how many learners have had private tutoring or attended language schools for English? Are there other issues dictating diverse language proficiencies among same-aged learners?

Different learning styles dictate multiple approaches to the transmission of information, and of course, some students prefer tasks or independent study designs where they identify their own learning objectives instead of what is pre-selected for them. One learner may prefer cooperative learning another may be a “leave me alone” bookworm. Across the globe, studies say the same things: Boys have different learning preferences than girls. Older students may have differing educational backgrounds or life-experiences, different foreign language experience (including overseas travel), and different motivations for being in

the classroom. Greater or lesser parental involvement in learning, or support for learning English, may play a crucial role in learner differences. Advances in psychology and assessment are creating an ever more diverse society, EQ levels, intelligences, and anxieties. Or so it seems. And some learners, like the famous monkey named George, are just that little bit “curiouser.”

Course Design

While all issues of diversity ultimately impact the classroom teacher, some are more striking than others. The question of methodology (or approaches, or methods, or any other way you choose to identify the design behind how a course is taught) is never far from us, even in what Kumaravadivelu (1994, p. 29) has called the “post-method condition.” This too can include “intelligent eclecticism” - the reasoned choice to utilize aspects from various designs. Nunan (1989, personal correspondence) has argued that most teachers use a bundle of techniques from a range of sources. Others, such as Rinvolucri (Dickey, 2005) are much more fervent supporters of methodology, at least for the purpose of developing tools for a teacher’s toolkit. Historically, we can clearly identify a number of language teaching methods eras, and too, albeit much more recent, many different perspectives on second language acquisition. We may also look at methodological varieties from a different perspective; even the same design can be adjusted to become more (or less) student-centered, or more technology-driven. Lessons can place greater weight on grammar and syntax, or vocabulary, or “lexical chunks,” or pronunciation, despite identical lesson plans. Any given group of learners pulls a classroom in a unique direction on any given day. The sun, the rain, and the lunar tides all affect the classroom. Not all teachers are teaching to the same test, or any test at all.

What are some of the other areas where we can find diversity? Selection of “content” for study would be one. Whether the Bible, the fictional “Jones” family, a TV show (series), pedagogio-linguistically-derived sentences, traveler’s phrases, classic literature, academic subjects, business documents, “Big Books,” TV commercials, movies, comic books, magazine advertisements, or even the students’ own created language (perhaps their requests for translation from their L1-created sentences, or their efforts to create in L2) - every course is built around some type of “content.” There is a supposition that the content has one of two roles, so again we have a choice (variety), a language model, or a language initiator. It can, of course, be both (variety number 3).

Language and Culture

The question of varieties of English is important as well. This refers to not only “dialects.” Which other types of varieties can you come up with, and why might

these be important in an EFL setting? Register (politeness, formality...). Professional "lingos." Vernacular. Regional dialects. Are you more supportive

Different learning styles dictate multiple approaches.

of "World Englishes" or "Global English?" Along with the question of which variety of English to study can be which variety is spoken by the instructor. Do these match? Is it important? Or even the more general question of whether the native-speaker/near-native-speaker/non-native-speaker issue is of any importance. (Ambassador Dr. Peter Medgyes has built an academic career around the argument that it is - that non-native speakers are *better!* See, for example, Medgyes, 1992; Medgyes, 1994.) If there is a difference, why, and can it be used to the learners' advantage? Should an Australian attempt to sound "American?" Should a Korean? Where does Korean-English end and "Konglish" begin? Read through Truss' (2003) *Eats, shoots and leaves*; she clearly shows how American and British languages have evolved apart into diverse languages. (You'll see the same thing if you change the dictionary settings in MS Word and then engage the grammar checker.)

Can differences be used to a student's advantage?

How does culture fit into the language classroom, and if it does, which culture(s)? All the questions in the paragraph immediately above apply here as well. Those who specialize in the issues of cultural studies (contact our new Culture Comm. Chair!) can discuss the nuances of cross-cultural vs. intercultural vs. transcultural, and so on. Should the teacher attempt to be a cultural role model? I've argued elsewhere that it's

inevitable, particularly for native-speakers (Dickey, 2000), but also for anyone who uses a foreign language to communicate.

Assessing Commitment to Diversity

How do we measure a level of commitment? How do we know who, and how greatly, an individual or group of language educators are committed to issues of diversity in EFL education? There are those who "say" but do nothing, those who "do" but say nothing, those who neither "say" nor "do" but still "feel," those who are generally not in support of diversity, and those who both "do" and "say" in support of diversity. But clearly, the approach to diversity attributed to Henry Ford - "You can have your car in any color, so long as it's black" - has no place in the contemporary EFL classroom.

Editor's Note: This article is an overview of the plenary workshop led by Professor Dickey at the Fifth Suwon-Gyeonggi KOTESOL Conference on November 19, 2005.

References

- Dickey, R.J. (2005). Meeting Mario. *The English Connection*, 9(4), 20.
- Dickey, R.J. (2000). English teacher as cultural role model. *Far Eastern English Language Teachers' Assn. Conference Proceedings, 2000*, 148-154.
- Kachru, B.B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H.G. Widdowson (Eds.), *English in the world: Teaching and learning the language and literatures* (pp. 11-30). Cambridge: Cambridge University Press (with The British Council).
- Kumaravadivelu B. (1994). The postmethod condition: Emerging strategies for second/foreign language teaching. *TESOL Quarterly*, 28(1), 27-48.
- Medgyes, P. (1992). Native or non-native: Who's worth more? *ELT Journal*, 46(4), 340-349.
- Medgyes, P. (1994). *The non-native teacher*. London: Macmillan.
- Nunan, D. (1989). *Understanding language classrooms*. London: Prentice-Hall International.
- Truss, E. (2003). *Eats, shoots and leaves*. New York: Penguin.

The Author



Rob Dickey is a past president of Korea TESOL and has been teaching in Korea since 1994. He is tenured at Gyeongju University and has taught across several disciplines, including history, law, public administration, and culture, as well as English. Rob grew up in the multi-cultural community of San Diego, California.

Email: rjdickey@content-english.org



A Quote to Ponder

"Very often, what we believe in and think we do is different from what we actually do."

Tessa Woodward, in *Challenge and Change in Language Teaching* (1996, p. 8)

Seoul Chapter: At the Center

Seoul Chapter's beginnings are intertwined with those of AETK (Association of English Teachers in Korea), the teachers' association of Koreans and expatriates that formed in Seoul a decade before KOTESOL. When AETK and KATE (Korean Association of Teachers of English, a younger Daejeon-based ELT organization) decided to join in forming Korea TESOL in 1992, Seoul Chapter was one of the earliest KOTESOL chapters to form. It was easy to organize because it already had a structure in place in the form of Seoul-based AETK, whose members formed the majority of the new organization's membership and officers. Seoul Chapter quickly gained in numbers and prominence, as it was at the center of ELT activity in Korea and activity in general.

The name was partly a misnomer, as the area covered by Seoul Chapter was not only the metropolitan area but all of surrounding Gyeonggi Province, Incheon, and sprawling Gangwon Province to the east. The chapter thus blanketed over one third of the land area of the country and nearly half of its population. Its first president was Greg Matheson, who had come to Korea in 1986 and been active in AETK since 1988.

From the beginning, the chapter emphasized monthly meetings as a major way to disseminate ELT information, and even in the early years, presentations provided hard-to-obtain information on the latest developments in the field of ELT. During 1993-1995, there were presentations by Oh Sung Sik, creator of the immensely popular *Good Morning Pops* English radio program; Min Byoung Chul of BCM Language Centers fame; Thomas S. C. Farrell (now an associate professor in applied linguistics at Brock University, Canada), who presented several times on reflective teaching; and



The annual Christmas Dinner - a Seoul Chapter tradition.

Seoul elementary school teacher Yeom Ji-sook, who introduced jazz chants for kids. An ESL CD-ROM display was prepared at Sogang University in 1994 (before many universities had CALL equipment), and in 1995 a guest speaker from Japan, Rachel Walzer, presented on active EFL activities, while another pioneering presentation was on the presently popular topic of content-based instruction (CBI). Location, then as now, has made high-profile presenter bookings easy. At Korea's center have been not only Seoul Chapter members but also national and occasionally international movers and shakers in ELT.

Chapters in History

Series Editor: David E. Shaffer

The monthly meeting venue shifted frequently in the early years from the Fulbright Center in the Kohap Building in 1993, to alternating between the Fulbright Center and the Pagoda Language School in 1994, to Kim and Johnson's Bookstore in the Gangnam area in

Location made high-profile presenter bookings easy.

1995. Attendance varied, of course, but was recorded at 45 for one meeting in March 1995. As the KOTESOL annual conference was often held in Seoul (1994, 1995, and 1996), Seoul Chapter members were expected to play a major role on conference organizing committees, and considered the chapter to be the conference "host."

After serving three and a half years as president, Greg Matheson stepped aside and Andrew Todd took over for the next year and a half, after which he moved to the position of British Council Liaison on the National Council. In the autumn of 1997, Thomas McKinney was elected president and served for a year. To facilitate dissemination of information, a chapter newsletter was started in 1996, the *KOTESOLetter*. Over the years its name changed to *SeoulBeat* (1998), to *English Beat* (1999), and finally to *About Seoul KOTESOL (ASK)* in 2003. It initially provided social cohesion through its combination of interesting EFL topics and item-specific information such as meeting times and speakers. Later it blossomed into a must-read publication, listing local, regional, and national

KOTESOL events, highlighting individuals and committees, and debating contemporary issues within the EFL community. It is now available in print and over the Internet, furthering its reach.

During the McKinney presidency (1998), chapter officers became more involved at the National Council level, with McKinney himself becoming Conference Committee Site Coordinator. Development of the chapter website also began, while the meeting site changed to Sookmyung Women's University (SMU) TESOL Resource Center. Noticeable growth occurred at this time, with attendance averaging around 70 by the end of his term. Also, the need to look outward for monthly presenters had markedly decreased, as more chapter members were prepared to take presenter

The first chapter conference drew over 465 attendees.

roles.

Douglas Margolis assumed the presidency in Fall 1998, a period that experienced many changes in chapter activities. The new leaders, and members in general, bonded at the Christmas dinner at SMU, an event organized by Asif Siddiqui and remembered by those in attendance for its roast turkey with all the trimmings. The event has now become somewhat of a chapter tradition. Free advertising space in English-language newspapers was also used to inform members of current and planned events and to promote KOTESOL to non-members. Attendance was still high, occasionally with 70 to 80 people at a chapter meeting.

The first chapter conference, jointly sponsored with the newly formed Gyeonggi Chapter centered in Suwon, was held at SMU in March 1999. Plenary speakers were David Paul of David English House, Japan, and Lee Boyoung, the renowned Seoul TV and radio English instructor. It drew over 465 attendees, and was successful in large part due to the efforts of Conference Chair David Kim.

Vice-President Dennis Kim also played a vital role in chapter development, first serving under McKinney and later under Margolis. He was the main force pushing for the conference, and in 1998 took the lead in organizing the first leadership camp, ensuring that the next executive would be sensitive to members' needs and preferences. In Summer 1999, the chapter held its first softball game and picnic. Monthly attendance again rose, prompting the search for a meeting site with larger seating capacity. As a result, Konkuk University was selected.

For the following two years (1999-2001), the chapter was headed by Asif Siddiqui. It continued co-hosting

conferences with Suwon-Gyeonggi Chapter, including the Second Annual Seoul-Gyeonggi Conference in March 2000 at SMU, with David Kim again serving as Conference Chair. This was thought to have been the largest KOTESOL regional conference until then. In March 2001, the third joint conference was held at Sungkyunkwan University in Seoul, with presenters coming from as far away as the US and Japan. By popular demand, Lee Boyoung was again a plenary speaker.

Difficulty in securing a suitable and consistent meeting site affected monthly attendance. The opportunity to move back to SMU was therefore welcomed, not only for its superb facilities and central location, but also for the involvement of individuals there committed to the promotion of English and KOTESOL. Though attendance may not have been quite as high as in previous years, this circumstance may be viewed in a positive light - it reflected a dissipating of a nationwide dearth of ELT-related information. This period saw an increase in ELT publications of all kinds; ELT workshops, seminars, and conferences; and quality teacher training, as well as increased availability of materials and opportunities for language skills improvement.

Dr. Kang Myung-Jai was elected chapter president in Autumn 2001. As attendance had dropped at monthly meetings, the leadership sought to make the newsletter more constant and to reconstruct the chapter website. In addition, it co-hosted the Fourth Annual Seoul-Suwon/Gyeonggi Chapter Conference in May 2002 at the University of Suwon. This, however, proved to be the last, as the two chapters made the decision to each hold an annual conference in their respective regions.

When Dr. Yeum Kyungsook assumed the presidency in 2002, the chapter executive decided to concentrate its efforts on serving chapter members better and building membership. The two-presentations-per-meeting

Seoul Chapter Presidents

Greg Matherson	1993-1996
Andrew Todd	1996-1997
Thomas McKinney	1997-1998
Douglas Margolis	1998-1999
Asif Siddiqui	1999-2001
Dr. Kang, Myung-Jai	2001-2002
Dr. Yeum, Kyungsook	2002-2004
Tory Thorkelson	2004-Present

format was revived, with high relevance as a focus; representative were presentations on motivation, CALL, and course design. The results were favorable, and by spring, there was standing room only for at least one meeting. The chapter newsletter was recharged and also given a new name, *About Seoul KOTESOL (ASK)*. In this effort, Editor Park Eun-Young deserves

The Christmas Dinner has become a chapter tradition.

special mention for her role in producing a newsletter of exceptional quality. In September 2003, the chapter co-hosted with the Young Learners SIG (Special Interest Group) a well-attended Young Learners Symposium. The chapter website was also updated and given a new look.

In March 2004, Dr. Yeum was selected as National First Vice-President and therefore stepped down as chapter president. Tory Thorkelson was subsequently elected and has been leading the chapter since. That May, after receiving prior approval, the chapter sponsored a "national" conference, as distinct from the annual "international" conference held in the fall. In Spring 2005, it implemented a new concept: Seoul SIG Day, featuring presentations by each of KOTESOL's eight special interest groups.

Because of Seoul Chapter's location in the heart of Korea's population concentration, it has the resources - including vital human resources (members regularly comprise one third to one half of KOTESOL

membership) - to undertake large projects and try new ones that other chapters cannot do as easily. Aware of its unique position, in addition to serving its own members, it is to a limited extent serving all of KOTESOL. In this respect, the national conference and SIG events of the past three years have contributed greatly to KOTESOL's mission. While geography puts Seoul Chapter at the center, ongoing effort and accomplishment provide membership growth and the constant implementation of new ideas that lie at the heart of ELT in Korea.


Editor's Note: *This article was a collaboration in research, writing, and editing by Alice Kim, Dr. Peter Nelson, and Dr. David Shaffer. They express their appreciation to all those who provided background information for the article.*

The Team



Yong-Ae Alice Kim is a founding member of Seoul Chapter and has been attending meetings ever since. She currently serves as its archivist and is writing a history of its foundation and role within KOTESOL. Office Phone: 02-752-4928, Cell: 010-7600-2433.

Peter Nelson joined Seoul Chapter in 1996 and has held various chapter and national positions. He currently teaches in the Department of English Education at Chung-Ang University in Seoul. Email: peterprofessor@gmail.com

David Shaffer is Associate Editor of The English Connection. He is on the faculty of the English Language Department at Chosun University in Gwangju. Email: disin@chosun.ac.kr 

Seoul Chapter Conference

Classroom Management: Creating a Successful Classroom

Hanyang University, May 20

1:00 to 4:30 pm

Details at: <http://www.kotesol.org/seoul/call.html>

North Jeolla Chapter Conference

Practical Activities for the English Classroom - Learn It Today and Use It Tomorrow

Saturday, April 8, 2006, in Jeonju

Contact Ingrid Zwaal: northjeolla@yahoo.com

'Round & About KOTESOL

December 8, 2005. **Todd Vercoe** (Busan-Gyeongnam Chapter President) reached into his wallet and pulled out the 400,000-won membership fee to make him KOTESOL's 21st lifetime member.

December 15. **Gye Hyoung Yoo** (Conference Committee Co-chair) also reached into her purse for the lifetime membership fee, making her the last lifetime member signing up for 2005 - a year that saw KOTESOL lifetime memberships increase by 50 percent.

December 16. **Allison Bill** (Conference Committee Chair) will no longer have to spend her summer vacation months in New England. As of this date, Allison has officially completed the requirements of her degree of Master of Arts in Teaching English as a Second Language (MA-TESL/TEFL) from Saint Michael's College, Vermont, USA. Rumor has it that Vietnam is on her itinerary for this summer.

January 3, 2006. **Tony Schiera** (Gwangju-Jeonnang Chapter) and his wife Rachel have become parents for the third time with the birth of their daughter Tehva. Her siblings, Silas and Tian, were reportedly "absolutely enthralled" with the news of a brand new baby sister.

January 14-22. **Robert J. Dickey** (OP Liaison) returned to Hanoi, Vietnam, for a site visit and workshop facilitation in the British Council-sponsored public administration/content English program for which he serves as consultant.

January 19-21. **Gye Hyoung Yoo** (ConComm Co-chair) headed south to enjoy the warmer climate of Chiangmai, Thailand. There she attended the ThaiTESOL International Conference. Ms. Yoo was KOTESOL's official representative to the conference and also represented KOTESOL at the Pan-Asian Consortium (PAC) Council meeting during the conference period.

January 21. **Patrick Guilfoyle** (Busan-Gyeongnam Chapter) became the proud father of a 3.51-kilogram son, Daniel Michael Guilfoyle. Daniel and his mother are doing fine, as are Patrick and Daniel's older sister.

January 23-25. **Heidi Vande Voort Nam** (Christian Teachers SIG Facilitator) was also enjoying balmy Chiangmai, Thailand, where she was attending the Christians in ELT Conference and giving two presentations: "Studying English through the Bible" and "Teacher Training in the Integration of Faith and ELT."

February 15. **Roxanne Silvaniuk** (Gwangju-Jeonnang Chapter) can now attach a new string of letters to her already letter-rich name. Those letters are "M.Sc. (TESOL)." Roxanne has just completed her master's degree with Aston University, Birmingham, UK. Her thesis presented groundbreaking research in the area of storytelling as a vehicle for language learning and was entitled "Korean Undergraduates Tell Stories: Investigative Use of Past Tense, Connectors, and Adjuncts."

[Compiled by David E. Shaffer]

Show Me the Money

By Jake Kimball

Free enterprise may be a boon or a bane, depending on which side of the fence you sit. On the one hand, free market competition drives quality, ensuring customers' wants and needs are met. Gradually, English language instruction is having a positive impact on the quality of education, with more productive methodologies and techniques transforming programs and materials. As English education is being introduced earlier than ever and widespread teacher training continues, the fruits of our labor are being realized in the form of greater student achievement. That is a good thing in my mind, and I want to believe that Korea TESOL, its sister organizations, and organizational partners all have had a hand in transforming English education in Korea over the past decade that I have been here.

But as competition in the Korean ELT market heats up, it is regrettable that maintaining or building a coveted market share necessitates aggressive marketing rhetoric. So, while the product side of ELT life (e.g., materials, teaching, research) has matured from infancy to adolescence, the service side of ELT (e.g., marketing, advertising, customer service, and general administration), I'm afraid, is not keeping pace with innovations in pedagogy and products.

Some newspaper advertisements placed by private language schools border on the incredulous. Many colorful ads I read have wonderful charts and graphs, information about optimum right brain / left brain activities to foster holistic growth, and level systems that promise pie-in-the-sky advancement. Schools that promote hard training, referred to as *sparta* schools, offer a strict regimen of tests, followed by more tests, or the possibility of corporal punishment. Students regularly memorize 300 words or more per week. That amounts to 15,600 annually. But research (Nation, 2001, p. 9) estimates only 1,000 words families per year can be reasonably acquired with effort - and that is in an ESL context abounding with rich input! It is also becoming commonplace for early primary school learners to study advanced vocabulary well beyond their developmental ability even though they're only in the early stages of literacy. In theory, Krashen's $i+1$ is noted as optimum input for student progress, but it is really $i+100$ that is sneaking its way into many private language schools.

A few years ago, language schools promoted "genius" (Korean: *yeongjae*) classes. Nowadays, "genius" status is ordinary. Everyone is a *yeongjae*. "Special genius" standing is for extraordinary students. Attaining genius levels is simple. Do lots of homework and pass tests! Leveling up is often automatic. It comes as no surprise, then, that parents measure the quality of a language program by the amount of homework their children do

and how quickly textbooks are completed rather than learned. Although parents have virtually no idea what actually happens in class, they feel "safe" knowing their children are at home toiling away like Sisyphus.

To curb the proliferation of private language schools, the government is funding after-school programs at public schools. For winter vacation, one of my students enrolled in an English class now offered at her school. She has been learning English since kindergarten. The one-size-fits-all lesson she attended was limited to repetition of words on flash cards, words like *apple* and *ball*, that she learned three years earlier. My high school students have told me they have a native speaker in their school. I asked, "What do you study?" They answered, "Dictation. The teacher reads from a paper, and we write." A female high school student shared her enthusiasm for having a native speaker at her school. Why? "He's very handsome and looks like Tom Cruise." Putting a *native speaker* in every public school by 2010 is an ambitious and costly goal, but I'd rather see the government aspire to placing a *qualified teacher* in every classroom by 2010.

Members' Forum

Another government initiative is to sink billions of won into English villages. These are touted as "immersion" programs. They last all of two to seven days. While there is nothing inherently wrong with the idea, and I fully support the teachers and administrators who develop programs for students, it is absurd for faux-immersion programs - lasting only two to seven days - to be promoted as a panacea to what's wrong with English education. They need to be honestly evaluated and marketed as the short excursion into the world of English that they really are.

It seems to me that methodology takes the lion's share of teacher training and education. But I believe the whole language program experience that affects learners needs our attention. Program evaluation is as important as teaching and methodology, and evaluating language programs using both qualitative and quantitative models should serve as a basis for legitimate program outcomes. In short, skip the hyperbole and show me the money!

Reference

Nation, P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press. 🌐

Corea Calendar

Compiled by Jake Kimball

Conferences

Apr 29-30 '06 The Asian EFL Journal International Conference: "Task-based / Content-based Teaching? A new Future or Temporary Trend?" Dongseo University, Busan, Korea. (Email) johnadamson253@hotmail.com (Web) <http://www.asian-efl-journal.com/>


May 20 '06 Pan-Korea English Teachers Association: "Diversities and New Directions in TEFL Research and Practice in Korea." Keimyung University, Daegu, Korea. Contact Dr. Han, San Ho, (Email) singhap06@yahoo (Web) <http://www.pketa.org/korea/index01.html>

Call for Papers Deadline: March 31.

Jun 23-24 '06 KATE 2006 International Conference: "Beyond the Horizon: Extending the Paradigm of TEFL." Hanyang University, Seoul, Korea. (Email) jbkahn@chonnam.chonnam.ac.kr (Web) <http://www.kate.or.kr/main/index.htm>

Jul 28-30 '06 The 11th Pan-Pacific Association of Applied Linguistics Conference, Kangwon National University, Chuncheon, Gangwon-do, Korea. Contact Nak Seung Baek, (Email) paalkorea@yahoo.co.kr (Web) <http://paal.or.kr>.

Jun 29-30 '06 The 2006 KALS-KASELL International Conference on English and Linguistics: "Interface Between General Linguistic Theories and English Linguistics," Pusan National University, Pusan, Korea. (Web) <http://alskorea.com/> <http://society.kordic.re.kr/~kasell/>

Jul 24-26 '06 The Linguistic Society of Korea International Conference on Linguistics, "Form, Function and Interfaces," Seoul National University, Seoul, Korea. (Email) linguistics@linguistics.or.kr (Web) <http://www.linguistics.or.kr> 

KOTESOL Kalendar

Compiled by Jake Kimball

Conferences

Apr 08 '06 KOTESOL North Jeolla Chapter Conference: "Practical Activities for the English Classroom - Learn It Today and Use It Tomorrow." Jeonju, Jeollabuk-do. Contact Ingrid Zwaal, (Email) northjeolla@yahoo.com

April 15 '06 KOTESOL Gwangju Chapter Conference: "ELT: Extending the Scope, Expanding The Resources." Chonnam National University Language Education Center, Gwangju. (Email) gwangju_kotesol@yahoo.com

Call for Papers Deadline: March 12.

May 13 '06 KOTESOL National Conference: "Helping Students Open Doors to Learning: Sharing What Works in the Korean ELT Classroom" Hoseo University, Cheonan, Chungcheongnam-do. Email: jollyaaron7@yahoo.com.au (Web) <http://www.kotesol.org/nationalconference/2006/>

Call for Papers Deadline: March 20.

May 27 '06 KOTESOL Seoul Chapter: "Management and Motivation in the EFL Classroom." Hanyang University, Seoul, Korea. (Email) thorkor2000@yahoo.com (Web) <http://www.kotesol.org/seoul/>

Call for Papers Deadline: April 31.

Jun 02 '06 Kyoungpook National University and Korea TESOL: "Globalization and Foreign Language Education." Language Institute Building of Kyoungpook National University, Daegu. (Email) aefinch@gmail.com

Call for Papers Deadline: March 31.

Oct 28-29 '06 The 14th Korea TESOL International Conference: "Advancing ELT: Empowering Teachers, Empowering Learners." Sookmyung Women's University, Seoul. (Email) kotesol_conf@yahoo.com (Web) <http://www.kotesol.org/conference/2006/>

Call for Papers Deadline: June 30.

Calls for Papers

Ongoing. Korea TESOL Journal, Vol. 9. (Email) kotesol@asia.com

Research Grants

Research Paper Grants and Conference Presentation Research Grants.

Proposal Submission Deadlines: May 31. 

The 14th Korea TESOL International Conference

Advancing ELT: Empowering Teachers, Empowering Learners

October 28-29, 2006

Sookmyung Women's University, Seoul, Korea

Call for Presentations

With the number of ELT instructors and students in the world, there are a multitude of styles and approaches to teaching and learning English. As the ELT field matures, there is a continued need for professionalism, leadership, and training. There is a need for both teachers and students to seek growth and change, to explore new approaches, new ideas, and new research. It is time for teachers and learners of EFL/ESL to become empowered in their educational choices.

The hope of the KOTESOL 2006 International Conference is to provide a forum for educators to share their ideas, innovations, experience, action research, and major research findings in the following areas:

- Classroom Management
- Computer-Assisted (CALL) or Media-Assisted (MALL) Language Learning
- Cross-Cultural Issues, Methodologies, or Approaches to ELT
- English for Specific Purposes (ESP)
- Global and Environmental Education
- Issues in Language and Literacy
- Leadership and Administration
- Learning Strategies and Styles
- Methodologies and Techniques for Teaching: Conversation, Pronunciation, Listening, Reading, Writing, Vocabulary, and Grammar
- Music, Art, and Literature in the Classroom
- Second Language Acquisition (SLA) and Applied Linguistics
- Sociolinguistics
- Testing and Evaluation Techniques
- Teaching in Under-Resourced Environments
- Teacher Resources
- Teacher Training and Professional Development
- Video in the Classroom
- Other Relevant Issues of EFL/ELT

We invite papers and research reports, workshops, panels, colloquia, and poster presentations.

The closing date for the receipt of proposals is **June 30, 2006**.

All proposals must be submitted via web form.

Links to the Presentation Proposal Form are available at:

www.kotesol.org/conference/2006/

Proposal submission instructions and suggestions are available at the website.

We invite proposals from KOTESOL members and non-members alike. However, all presenters must be KOTESOL members in good standing at the time of the International Conference.

All invited presenters will be expected to pre-register for the conference.

Direct inquiries to: **KOTESOL2006@gmail.com**

Allison Bill: On With the Show!

In this issue's spotlight is a KOTESOL member who you will be seeing and hearing more from in the coming months - Allison Bill. She has been in the local spotlight as an officer of the Jeolla Chapters. She has served as the 2004 Joint Jeolla Regional Conference Committee Chair, the 2005 North Jeolla Chapter Conference Chair, and North Jeolla Chapter President. Having been elected Co-chair of KOTESOL's International Conference Committee, Allison was recently elevated to Conference Chair a year earlier than anticipated due to a Chair vacancy. So it is Allison who will be directing KOTESOL's biggest show of 2006.

Allison came to Korea in 2000 at the suggestion of a friend who was already here. She spent her first two years coordinating the kindergarten program at an



English institute and has been at Jeonju University since 2002. There she teaches General English courses in the College of Liberal Arts during the semesters and elementary, middle school, and university student English camps during the vacations. She has also taught English to hospital medical staff and secondary school English

teachers. Her areas of academic interest include vocabulary acquisition, L1 use in the classroom, and teacher training and development.

Before coming to Korea, Allison was teaching French as a Second Language in a Canadian classroom. She was herself a product of the Canadian French Immersion program in Ottawa and had spent two years of middle school in France. Convinced that she wanted to teach French for the rest of her life, Allison entered the French Language and Literature Department at Trent University in Peterborough, Ontario. She was chosen by her department as the graduating student to be "Assistante d'anglais" and go to France for a year of teaching English at a middle school, high school, and junior college in rural France. After that, it was back to Canada for an additional year at the University to complete a Bachelor's of Education (focus on teaching French), since two bachelor's degrees are required in Ontario to acquire a teacher's license. More recently, Allison completed her MA (TESL/TEFL) which she began in 2003 with Saint Michael's College in Vermont. The program included three summers of face-to-face coursework at Saint Michael's.

For Allison, a great deal of her teaching revolves around building relationships - her building relationships with her students and facilitating the

building of relationships between her students to make the classroom atmosphere more non-threatening. On the first day of class, Allison informs her students of what the expectations are so that they can feel comfortable and goal-oriented in their performance throughout the course.

It is her students that keep Allison here in Korea. She finds them much more motivated to learn English than her Canadian students were to learn French. The opportunities here are also a plus: She has been able to teach from the kindergarten to university level, do teacher training, and complete an MA degree, all in six short years. Allison doesn't think that she would have had such varied experiences if she had stayed at her teaching position back in Canada.

Membership Spotlight

By David E. Shaffer

Allison's twin sister and younger brother still live back in Canada, but her parents now reside in France. It is likely from her parents that she caught the travel bug. She has been to most of Western and Northern Europe, traveled with her parents to Eastern Europe and Turkey in 1985, and made forays into China, Japan, Thailand, and Singapore since coming to Korea. Next on her list of travel destinations is a week in Vietnam this summer (for which she has already purchased a movie-making digital camera).

Allison would like to see KOTESOL more actively promote itself. One of the ways that this can be accomplished is through producing a fall conference that everyone will be talking about. As Conference

Teaching revolves around building relationships.

Chair, Allison will have the opportunity to direct this production as she wishes, but she will not be able to do it alone. She is now busy putting together her production team and asks that everyone willing to contribute in any way, big or small, contact her to identify their place on this year's International Conference Committee. Conference preparations are already ongoing: venues are being checked out, speakers are being lined up, and budgets and dates are being finalized. The conference wheels are already in motion, in preparation for that Saturday in October when Allison can say, "On with the show!"

Kiwi-Ease: English in the Antipodes

For matters of convenience, global television weather reporters will often stand in front of this English speaking country of four million people to make their predictions about the rest of the world's weather patterns. Located deep in the South Pacific and having just one large neighbor in view, this long, narrow and mountainous country deserves more attention than most TV weather people seem to give it. Once famous for sheep-raising, this land of the long white cloud is now a travel mecca for those into adventure, tourism, wine-tasting, and exploring fantasy moviescapes. For many of us located here in Korea just below the 38th parallel, we can go to this place to enjoy summer skies in February and March when the temperature in Korea hovers around freezing. Situated diametrically opposite London, England, on a globe, it was thus given the moniker of "the Antipodes" by the British.

Kia ora, "welcome to Aotearoa," (literally meaning "the Land of the Long White Cloud" in Maori), the country otherwise known as New Zealand! For many Koreans, this Antipodean nation warrants a more intimate recognition because, over the past twenty years, the New Zealand-Korean relationship has grown and deepened. This is partly due to revamped policies of immigration and emigration and partly to do with economics. Since the 1980s, when passports became more readily accessible, Koreans have been migrating to NZ for economic and educational reasons, with the added desire of living in a less crowded country with a reputation for having a clean, green environment. The number of Koreans living in New Zealand has grown from virtually zero, to its current level of 35,000, in just 20 years.

Until the recent increase of the Kiwi dollar from its peso levels in 2000 (490 won = one NZ dollar), New Zealand had proved an extremely cost-effective and popular place for studying English. Interestingly, Korea, in turn, has emerged as a very enticing country for young college graduates from New Zealand, though the numbers do not proportionately match. Less than a thousand New Zealanders are working in Korea, mostly as English teachers.

Given this mutual interest, it is important to try to understand the lexical distinctions setting New Zealand English apart from neighboring Australia and other English-speaking countries. McCrum, Cran, and McNeil (1986) warn that any comparisons with Australian English, though tempting, must be carefully made.

The similarity of New Zealand English to its Australian cousin is probably as irritating to New Zealanders as

the similarity of Canadian English to American English is to some Canadians. Actually, it is probably more so, for many New Zealanders believe they speak "better English" than that of most Australians. McCrum et al. claim, "Ironically, New Zealand English has more in common with the English of the Falkland Islands than of Australia" (p. 328). Similarly, Crystal (1997) asserts that New Zealand, in contrast to Australia, has "a stronger sense of the historical relationship with Britain, and a greater sympathy for British values and institutions" (p. 37). However, New Zealand has become much more independent from both Australian and British influence in recent years.

Slang, dialect, or variety of English, "NZ-speak" is marked by various waves of inter- and intra-cultural influence on its history and its unique geography.

There are four key factors impacting the way the language spoken in New Zealand has been shaped: a) Maori influence, b) general patterns of British immigration, and particularly, Scottish immigration to the South Island, c) access to Australian popular culture, and d) the emergence of a Kiwi home-grown sensibility.

From its early beginnings of Maori-dom to present-day legislation, New Zealand is best understood, as argued by Ritchie (1995), for its Maori/*Pakeha* biculturalism. (In Maori, *Pakeha* means "European.") This "us and them" orientation shows New Zealand's peculiar strand of so-called free colonialism, which began later and progressed much more slowly than in Australia (Crystal, 1997). This Maori-fication of NZ English is upheld today as an example of political correctness (McCrum et al., 1997, p. 330), wherein the names of various indigenous trees, birds, and wildlife are all known by their Maori words (such as *manuka* for "tea tree"; *kakapo* for a beautiful, large, ground-dwelling, endangered parrot; and *kai moana* meaning "foods from the sea"), but it is not limited to this. These naming practices can also extend to the collective orientation of relationships among people. So, words for family connections can be stated as *iwi* for tribal group, *whanau* for family group, and more informal words can be used for friendly, brotherhood connections as evidenced by *cuzzzy-bro* for "cousin-brother."

Starting with the signing of the Treaty of Waitangi between British colonialists and Maori chiefs in 1840, through to post World War II, the British became the

Culture Corner

By Melanie van den Hoven
and Bruce Wakefield

privileged immigrants. It was, in fact, a young British boy who became New Zealand's two millionth citizen in 1952. The linguistic consequence can be seen in the curious reference to British emigres to Australia as *poms*, meaning "prisoners of Her Majesty." *Plonk*, "cheap, low-quality wine to which bad headaches are attributed," can be explained as originating from a poor pronunciation of the French word, *blanc*.

Much like the US is to Canada, Australia is New Zealand's "love-to-hate," next-door neighbor, with a powerful influence on the mass media. The regular reading of Australian magazines and viewing of popular Australian TV drama programs and advertisements have been identified as the impetus for Kiwis to truncate their words, often ending them in an /ie/ sound, e.g., *barbie* for "barbecue," *pressie* for "present," and even *lippy* for - guess what - "lipstick"!

Arguably, the geographical aspects of NZ, a land of diverse flora and fauna, has also shaped what New Zealanders see in the world and therefore express in their worldview. Expressions like, "tall poppy syndrome" reveal a disdain for showing off one's

English study must include cultural background.

talents and successes; "eats like a fantail" refers to a small, bird-like appetite. Even the cutesy expression "as busy as a bee with a bum full of honey" shows hard work meshed with playfulness. This genuine New Zealand expression, "up the *boohai* shooting *pukekos* with a long-handled shovel," is sure to befuddle any fluent English speaker not from New Zealand. Grammatically correct, this sentence clearly shows that understanding context often requires access to background knowledge. Does it mean "mind your own business" or "they have gone to a faraway, inconvenient location" Both are valid interpretations, in fact. Note that *pukekos* are a native swamp bird with colorful bluish plumage, which have adapted well to living in New Zealand's modern urban environment. Indeed, what is comprehensible in one variety of English can be absolutely unintelligible in another.

Some examples, helpful for the success of Korean students in NZ educational systems, include simple words like paper, not to be misunderstood in the generic sense, but as a course of study as in: "My first paper was Anthropology 101." Then there is *kapai*, a little more opaque, which is taken from Maori and understood as "excellent." "OE" denotes "overseas experience," deemed a necessary rite of passage for a young NZ person, especially university students, to leave Aotearoa for a few years of travel-related experience in the great world beyond. Traditionally, the OE was based in the United Kingdom and included visiting the countries of Europe, but now increasingly

includes countries such as Japan and Korea. It is an experience which both educates and offers *heaps* of fun, as in offering "lots," "tons," or "a great amount" of enjoyment. So *scarfies*, otherwise known as "university students," should be prepared for the new lingo related to the classroom.

As EFL teachers, encouraging our students to recognize and employ appropriate listening and reading strategies, more so than just oral production, should be our goal. This recognition is accentuated given the recent changes to TOEFL (and soon TOEIC) to incorporate other non-American native-speaking accents. If NZ English is primarily introduced for its lexical distinctions and British-like accent, most Korean learners of English can become more sensitized to the sounds and concepts which reveal the rich cultural influences shaping English in this corner of the globe. For many non-New Zealanders, conversing with a Kiwi can be a lot like an easy-going conversation with a hiccup mid-stream. With exposure to, and not just memorization of, new words and expressions, EFL students can be helped to weather real-life encounters with Antipodeans, and more pointedly, they can develop skills to understand meanings through context or clarification. Furthermore, any serious study of English as a language must include references to the cultural background of those few countries in the Antipodes, and elsewhere, where English is spoken and used as a native language.

If you enjoyed this article and would like to learn more about New Zealand, visit the open library at the NZ Centre for Culture and Education. If you would like to learn more about NZ English, visit NZ Immigration (n.d.) or Kiwi Web (n.d.) on the Internet, or just type in "New Zealand Slang" to do your own web search.

References

- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Kiwi Web. (n.d.). *Kiwi-words & phrases*. Retrieved January 15, 2005, from <http://www.chemistry.co.nz/kiwi.htm>
- McCrum, R., Cran, W., & McNeil, R. (1986). *The story of English*. London: Faber & Faber.
- NZ Immigration. (n.d.). *New Zealand slang*. Retrieved January 15, 2006, from <http://www.nz-immigration.co.nz/lifestyles/slang-words.html>
- Ritchie, J. (1995). *Becoming bicultural*. Wellington, Australia: Huia.

The Authors



Melanie van den Hoven is a Canadian, married to a New Zealander from the South Island. She is currently the Lead Teacher of Intercultural Communication in the TESOL certificate program at Sookmyung Women's University,

Seoul. She has over eight years experience of teaching English and content-based courses in Korea. She has visited New Zealand three times and is now the Culture Committee Chair for KOTESOL.

Bruce Wakefield is a New Zealander. He is currently employed in Seoul as a Senior Teacher at the New Zealand Centre for Culture and Education (NZC),



Seoul Chapter.

which aims to expedite Korean-New Zealand relationships. Bruce has spent over five years teaching English in Korea and 30 years teaching in New Zealand state primary and intermediate schools. He is now the Workshop Coordinator for KOTESOL's



Activities for EFL Teachers

Influences on NZ English

For fun, read the list below of 12 vocabulary items used in NZ English. They have been grouped to identify various intercultural influences. Choose a, b, or c for the best answer or just amuse yourself with guessing. (Answer key below.)

British Influence

1. bach

- a) a portable barbecue b) a collection of, a lot of c) a holiday cottage or cabin

2. cockie

- a) a proud but stubborn person
b) another name for a farmer
c) a popular variety of flower grown in gardens

3. mate

- a) a term of endearment commonly used among NZ males
b) to produce children prolifically c) a term used in board games

Maori Influence

4. kia ora

- a) a famous brand of car b) a casual greeting, like "hello"
c) a command, meaning "come over here"

5. kiwi

- a) a nocturnal, flightless bird b) a small, edible green berry
c) a rude term for a New Zealander

6. kumara

- a) a chant in a popular gospel song
b) a NZ version of the boomerang c) a variety of sweet potato

Australian Influence

7. CBD

- a) a power chord for CDs, broadband Internet, and DVDs
b) denotes the center of town, as in "central business district"
c) a banking term which indicates payment can be made by cash, banknotes, and debit cards

8. pavlova

- a) a cocktail with marshmallows, like a Black Russian
b) a very large meringue, made from egg whites and sugar, and filled with whipped cream
c) a nickname for a slobbering female child

9. pokies

- a) sticks used to make a fire
b) a description of someone with an expressionless gaze, or poker face
c) gambling machines found, for example, in hotels

Kiwi Home-Grown

10. EFTPOS

- a) slang for an "efficient possibility," or "That's a good idea. Let's do it!"

- b) "email and facsimile transmissions are possible here"
- c) "electronic fund transmission at point of sale"

11. flat white

- a) an impolite term for a small-breasted European woman
- b) a specialty coffee drink with steamed milk
- c) a freshly painted apartment ready for immediate lease

12. flash

- a) a term for an animated commercial
- b) impressive, elegant
- c) short form for a battery-operated flashlight

ANSWER KEY

1-c, 2-b, 3-a, 4-b, 5-a, 6-c, 7-b, 8-b, 9-c, 10-c, 11-b, 12-b

Activity for Middle Schoolers

Here is an activity you could try with middle school students. It was created by Karen Jamieson, a teacher at the NZ Centre for Culture and Education, who reportedly uses it with her students. (Answer key below.)

Read the following expressions below and put them into the correct category below.

Foods	Entertainment	Greetings	Exclamations	People	Adjectives

bloke	cheers, bro	kia ora	smoko
boozer	drongo	knackered	soxies
bro	get munted	mate	stuffed
cherrio	go to the wops-wops	mint	sweet-as
chick	giddy	my skin and blister	raties
choice	have a bevy	pavlova	visit the bach
chook	hoof it	sav	wicked

ANSWER KEY

Foods: ("savoyols," a special kind of sausage), *soxies* ("sausages"), *pavlova*, ("sweet cake"), *chook* ("chicken"), *tattes* ("potatoes")

Entertainment: *have a smoko* ("take a coffee break"), *have a bevy* ("have a beer"), *boozer* ("pub"), *visit the bach* ("visit a holiday house"), *go to the wop-wops* ("go somewhere far out in the country")

Greetings: giddy ("good day"), *kia ora* ("welcome to Aotearoa")

Exclamations: *get munted* ("get drunk"), *sweet-as* (okay), *mint* (excellent), *hoof it* (to go somewhere), *cheers, bro* (thanks, buddy), *cherrio* (bye)

People: *drongo* ("idiot" or "loser"), *the folks* ("one's immediate family"), *my skin and blister* ("my sister"), *bloke* ("man"), *mate* ("buddy", "friend"), *chick* ("girl"), *bro* ("good friend")

Adjectives: *knackered* ("tired"), *stuffed* ("full of food"), *saucy* ("sexy", "of women"), *spunky* ("sexy", "of men), *wicked* ("awesome", "cool"), *choice* ("good", "cool")

Newly Formed Special Interest Groups

- ELT Leadership & Management
- Vocabulary Acquisition
- Spirituality

Visit the KOTESOL website for more information.

www.kotesol.org

Quantitative vs. Qualitative

One reason I am drawn to Action Research is that it accepts and uses qualitative research methods for what they are - subjective perceptions of reality. This might sound strange, since research is, according to the modernist model, supposed to define and measure; i.e., if something can't be measured, then it is not worth considering.

However, the hard sciences - Physics, Biology, Chemistry, etc. - have left the experimental, isolationist model of research far behind. Systems Theory, Complexity Theory, and Model Theory tell us that phenomena cannot be examined in isolation, since the interaction with other parts of the same, or neighboring, systems is their main characteristic, out of which new forms emerge. If we isolate a factor, then it ceases to have contextual meaning, and behaves in a non-natural fashion. At this point, the research is meaningless.

Even if we examine a complete system, e.g., a class of language learners, and try to compare them with a control group, e.g., another class of language learners, we have problems. The control group is a different system, consisting of different sub-systems (the students), who are influenced by further different sub-systems (teachers, parents, friends, relatives, etc.). Even if the experiences within the classroom are controlled, the control group students will have different emotional, social, and cognitive experiences outside the classroom from those of the experimental

Language learners are not Skinner's rats.

students, and any conclusions drawn by the research team must acknowledge this.

There is a further factor to be considered - the subjective nature of reality. Language learners are not Skinner's rats. They are subjective humans, who react emotionally to various stimuli and situations. Their learning is affected by their beliefs and self-perceptions, however misplaced these might seem to be. In terms of educational psychology, we can say that "subjective perception = personal truth." In other words, if I believe that I am a poor learner, then this is my "truth," and I will manage my learning in order to confirm this "truth." Thus, each student has their own reality in which they believe implicitly, and which controls the effectiveness of their learning. Rather than searching for a philosopher's stone which would turn everything to gold, the teacher has to come to terms with individual versions of truth.

In this situation, the task of research is to examine all the personal truths in the classroom. We must find out *what* they are, *where* they come from, and *how* they can be changed. It is not enough to say that "This student has misplaced perceptions regarding his/her ability" or "This student's view of the language learning process is wrong." If we are to change such perceptions for the better, we have to accept them, respect them, and find out how to positively affect them.

Action Research

By Andrew Finch

This is where we can turn to qualitative Action Research. When examining the individual perceptions which drive learning, the teacher is in a privileged position, since students are familiar with him/her and can share confidences. They can explain their feelings, doubts, and fears; they can describe their personal realities in human terms, rather than through impersonal numbers. The teacher can then look at a wealth of rich, deep data and find out how to help his/her students become confident, motivated, successful language learners.

We can see that the factors we really want to measure (confidence, meaning, autonomy, motivation, diligence, sincerity, and attitudes to learning) cannot be itemized in a multiple-choice, "objective" fashion. Yet the professional texts tell us that language learning cannot occur without these. Instead, qualitative research respects and documents such personal variables. It allows us to say: "My students believe these things to be true. I will attempt to positively influence these perceptions, in order to improve the effectiveness of their learning." A pleasing, self-reflexive feature of Action Research is that one of the methods of positively influencing our students is to perform Action Research upon them!

The Author



Dr. Andrew Finch is assistant professor of English Education at Kyungpook National University. He was born in Wales and educated in England, where he had various middle school teaching positions before coming to Korea. Andrew's research interests include task-based materials design and classroom-based assessment, set within a perspective of language learning as education of the whole person.



Using Literature to Teach the Four Skills

By Eowyn Brown

There is a certain pleasure in finishing a book to which no one - not even young learners of English - is immune. In a post-course survey, nearly 85% of my young students reported that, having successfully read an English-language novel for the first time in class, they would definitely do so again. Beyond inspiring students, literature is also a vehicle for integrating reading, writing, listening, and speaking. How literature can help teachers achieve such integration is the focus of this article.

Reading & Writing

Reading is about more than running ones eyes over a page and decoding text: Readers need skills. The publisher of the American College Test (ACT) summarizes these skills, saying that good readers are able to "determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; draw generalizations; and analyze the author's or narrator's voice and method" (Learning Enrichment, 2005, para. 8). Activities which develop these skills might include predicting what will happen in next, discussing what is already known about the topic, summarizing what has been read, or deciding which details are most important to understanding the narrative.

The relationship between writing and reading skills is well-known, and is succinctly put by the Wisconsin State Reading Association: "Reading and writing are reciprocal processes. Writers can learn much about writing by reading. Likewise, readers can learn much about reading by writing" (WSRA, 1993, para. 2). Reading provides students with scaffolding, to use Vygotskian terms, which they are able to build on when they turn to the task of writing. Teachers can use themes developed in the novel as the basis for writing assignments. Such assignments may range from fact-checking questions (which require students to return to the text) to open-ended questions (which require students to go beyond what is explicitly stated).

Listening & Speaking

Anne Burns (2003, p. 22), in a study of second-language learners, discovered that "students were almost unanimous in their desire for teachers to read aloud to them." She credited the value of hearing fluent reading, especially correct stress and intonation patterns, and securing a model for imitation as possible reasons. Teachers would do well to exploit these benefits by reading short passages aloud to students. In the context of a novel, it can be quite compelling to read the first paragraph of the next chapter aloud to students at the conclusion of class, leaving them

curious about what will happen next.

A literature-based course sidesteps the problem of the inherent contentlessness of language, that is, one must have something to talk about. When all students read the same novel, a common script is established. Furthermore, it is the nature of literature to raise provocative questions which can be exploited as a starting point for discussion. Because many students make an emotional investment in the novel they are reading, they are often willing to push their communicative abilities to the limit to defend their point of view. Teachers will find that speaking tasks which are introduced after reading, writing, and targeted listening activities on the same topic will be more successful than stand-alone tasks; in this way, teachers will also achieve the skill integration made possible in a literature-based course.

Young Learners

Edited by Jake Kimball

But Wait ... There's More

Literature has a unique ability to shift language from an end in itself to a vehicle for understanding. Consequently, reading has many benefits beyond language development. Research suggests that avid readers develop increased empathy and are more flexible in their thinking. To the extent that teaching language implies teaching values, one could do far worse than cultivating these attributes in the students we teach.

References

- Burns, A. (2003). Reading Practices: From outside to inside the classroom. *TESOL Journal*, 12(3), pp. 18-23.
- Learning Enrichment, Inc. (2005). *Reading skills in the social sciences*. Retrieved January 15, 2006, from <http://www.learningenrichment.org/reading.html>
- Wisconsin State Reading Association, WSRA. (1993). *Relationship between reading and writing*. Retrieved January 15, 2006, from <http://www.wsra.org/committees/positions/read-write/php>

The Author



Eowyn Brown, MA Applied Linguistics, has been involved with young Korean learners since 2002 and currently teaches in Yonsei University's Junior English program.

Email: eowyn_nw@yahoo.com.

Teach Backwards, Let Students Fail

Teach backwards and let your students fail. It sounds like a recipe for losing your job, but it just might produce more effective results!

Give the Final Exam First

Rather than teaching students step-by-step, consider teaching backwards by having them produce a sample essay or paragraph, before giving instruction, right at the beginning of the course. If you grade grammar as a major component of your course, consider starting the semester with a test or "final" exam to see where your students are at. You can also do this with specific skills like paraphrasing and referencing assignments or correctly formatting business emails.

In the sciences, there is a trend towards knowledge surveys. Students self-report their skills or level of knowledge about a subject, and the results allow the instructor to adjust the course or unit to focus more on problem areas before starting to teach it. Ambitious teachers could give students different assignments based on their weak areas. This approach can also help to teach mixed-level classes more effectively.

Let the Students Fail Often

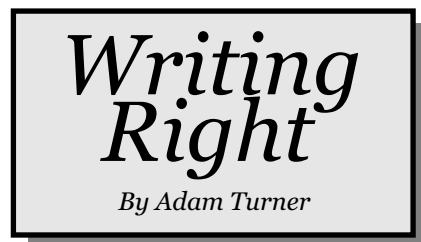
Anyone who has ever played a video game knows that part of the reason it is interesting is due to the desire to finally succeed, after many failed attempts, in accomplishing a challenging goal. Schrank (2002) argues that students should be able to fail without consequences, just like in a game. In the traditional writing class, correcting students' papers is really more about assigning grades than making sure the students have learned what was taught. I no longer grade assignments with percentage grades during the semester, but only grade the final essay that incorporates all the skills (assignments) that were taught during the term. Using a mastery approach, you can create more difficult and challenging assignments and allow the students to redo the assignment until the objectives are achieved, which then gives them a full score. No percentage grades are assigned. This raises standards, and increases student interest and attention. Of course, you need to create an environment that does not point out to the rest of class an individual student's failure to solve a task, and student learning must be supported like with any other approach.

For example, rather than teach web search skills first, I had an Internet treasure hunt for information from websites that the students would need for their essay assignments. I was able to help students individually who were unable to find some items themselves, while

more proficient students were not held back, but allowed to complete the hunt. I knew that the class had varying levels of computer literacy, so that slowly teaching each skill step-by-step would have been wasting some of the time for half of the class.

Stress Your Students a Bit

It is always interesting to me to observe how much better most migrant workers from developing countries speak Korean than do most English teachers in Korea - including myself! Is this result due to fun, scaffolded learning in a



safe, supportive, stress-free classroom environment with kind and compassionate teaching; or is it more of a case of sink-or-swim learning in a real immersion situation with clear needs and goals?

We should create a supportive environment for our students, and we can't create a real immersion environment in a writing class, but we can create more authentic tasks. For example, I assign a business email that students have to really send to a person or company. If you are teaching how to write a resume in a writing class, you could simply not accept any resumes that did not meet the minimum format and spelling expectations you set. This would simulate how an inadequate resume would be rejected outright by an international company. Students take writing more seriously when there is a real, or even a perceived, "audience." One of the best teaching moments that I have ever had was when a student came up to me and said, "Thank you for pushing me." This was after I had rejected her resume assignment twice but helped her with the third version, which was very well written and formatted.

Reference

Schrank, R.C. (2002). *Designing world-class e-learning*. New York: McGraw-Hill.

The Author




Adam Turner is Director of the Hanyang University English Writing Center. He is also the founder of KOTESOL's Writing and Editing Special Interest Group. To join, visit <http://groups.msn.com/KOTESOLWESIG>. Email: adamturner7@gmail.co. 

Figure a Tive Language

Language is not always straightforward. Words and phrases do not always mean what they appear to mean on the surface; that is, language can be figurative. The most common types of figurative language that EFL teachers teach and students study are idioms, metaphors, and proverbs. We all know what they are and how they differ, just as our students who study them do, or do they? A quick survey of a group of college students, for example, will likely reveal that many of them do study idioms, but are hard-pressed to explain exactly what an idiom is. Let us consider how idioms, metaphors, and proverbs are similar and how they differ.

What Is a Metaphor?

When thinking of metaphor, what first comes to mind for most people is literary or poetic metaphor. One object is described as being another. There is a transfer of a quality or attribute from one thing or idea to another in such a way as to imply a resemblance between the two. The literary metaphor is inventive, expressive, and unexpected. Shakespeare provides a good example in Sonnet 18: *Sometimes too hot the eye of heaven shines.*

Cognitive linguistics, however, is not especially interested in the literary metaphor; it is considered the exception rather than the rule. Cognitive linguistics holds that metaphor is so common in everyday speech that we do not even recognize most of it. Take, for example, *head* and *invest* in *He's the head of the department* and *She invested a lot of time in the project*. In the first sentence, the transfer is of some of the attributes of the human head; in the second, an attribute of money - the ability to invest it - has been transferred to time. Such metaphors are called conventional metaphors.

Even more interestingly, many of these conventional metaphors can be categorized into groups as being manifestations of a higher-order idea or concept referred to in cognitive linguistics as a *conceptual metaphor*. Consider these conventional metaphors: 1) *She's at a crossroads in life*, 2) *He's in a rut*, 3) *There's no shortcut to success*, 4) *I see the light at the end of the tunnel*. These and a dozen more have in common the description of life in terms related to traveling. We can therefore say that these conventional metaphors are all examples of the conceptual metaphor LIFE IS A JOURNEY. Among the hundreds of other conceptual metaphors that have been identified are TIME IS MONEY, EMOTIONS ARE THINGS INSIDE A PERSON (e.g., *He is filled with rage*), and ANGER IS HEAT (e.g., *You make my blood boil*). Some metaphors are language-specific, others spread across cultures, and

others are perhaps common to all languages.

What Is an Idiom?

An idiom is an expression whose meaning is not compositional; i.e., it cannot be understood by putting together the meanings of its individual words. For example, the idiom to *kick the bucket* has nothing to do with kicking or buckets, but refers to dying. Similarly, to *hit the ceiling* has nothing to do with hitting or ceilings, but expresses anger. In addition, the words of idioms cannot usually be substituted with synonyms (**He kicked the pail*), and they cannot be significantly modified syntactically (**The bucket was kicked*). Neither of these alterations have anything to do with dying. Idioms are hard to define, but they are considered different from metaphors, similes, slang, and euphemisms. Because they are non-compositional and because English uses so many of them, the EFL learner is easily frustrated in dealing with them.

Word Whys

By David E. Shaffer

Many, but certainly not all, idioms are related to conceptual metaphors in that they are motivated by such metaphors. For example, we can say that the idioms to *hit the ceiling*, to *lose your cool*, and to *foam at the mouth* can all be thought of as being motivated (in varying degrees) from the conceptual metaphors ANGER IS HEAT and THE MIND IS A CONTAINER. If learners could be made aware of the motivating metaphors of various idioms, the idiom-learning process could be made easier.

What Is a Proverb?

A proverb is a concise saying often traditional and widespread in its acceptance. It often expresses some basic truth or practical precept of life. Two very common proverbs are *The early bird catches the worm* and *Look before you leap*. Very much like in the case of idioms, proverbs are motivated by conceptual metaphors, the cultural underpinning of linguistic expression. *Look before you leap* can be said to be motivated by the metaphor KNOWING IS SEEING (we even say "I see" to mean "I understand") and the metaphor LIFE IS A JOURNEY. If EFL students could be introduced to conceptual metaphors and their relationships to proverbs, idioms, and conventional metaphors, their understanding of figurative language would be deepened and their understanding of English-speaker culture heightened.

Teaching English With Songs

By Akiko Otsuki

Many people may feel that English is too tough and onerous to acquire as a foreign language and thus quit before attaining their language learning goals. One of the reasons for this feeling derives from the experience of learning English through memorization of rules and vocabulary. Such a method often has the effect of heightening anxiety associated with learning English as a foreign language. According to Krashen's (1985) *Affective Filter Hypothesis*, this negative emotion works like a *filter*, preventing learners from acquiring input effectively. In the last issue of TEC, this column focused on the need for more input before students are pushed to produce language. This issue's column focuses on how to enjoyably increase input through songs.

As many teachers know, incorporating learning and teaching techniques such as listening to music and singing is a motivating way to counter the impact of the negative emotions described above and serve as an important approach to limiting the effect of anxiety on language learning. By mixing what many people consider fun and enjoyable activities with the learning experience, teachers can maximize both the fun and educational efficacy of their classes. In short, learning English through musical activities helps our students to enjoy their learning experiences as well as raise their self-confidence for performing tasks in the target language.

As such, positive emotions towards music can work to lower the affective filter, which motivates learners to better focus on what they are learning. However, introducing music in class as a pedagogical tool requires detailed planning that needs to take a number of considerations into account. What follows in this report are suggestions for teachers on selecting appropriate songs, making musical lessons practical, and successfully leaping the technical hurdles.

Selecting Appropriate Songs

The extent to which many teachers delve into songs may be very limited: (a) students hear the song with no script, (b) students fill in blanks with lexical items while listening to the song, and then (c) students sing the song together one or two times. When the song is well chosen, this type of lesson can be fun, teach valuable idioms and expressions, and even motivate students for ongoing learning, but all too often that's the complete repertoire of what teachers do with songs. And when students have a less superb aesthetic for music than their wise teacher, the song choices may not inspire students. Selecting songs and song activities is a

critical step in making music an effective tool.

First, consider all the possible ways to use music in your classroom.

For instance, instead of the usual song routine described above, you could play music to add atmosphere to

role plays, or use music for games, such as "musical chairs," "guess that song," and singing competitions. Music can also be a helpful device for remembering tough vocabulary or letters - "ABC" and jazz chants come to mind. You might want to quietly play some classical music to relieve stress during exams and practice activities. You can also use songs to open discussions about genres, lyrics, music styles, instruments, vocalists, stars, careers, time periods, and the like. So, don't limit yourself to filling in blanks.

Moreover, if you incorporate music in many different styles, then students will probably forgive you for one or two comatose selections and come to appreciate your exquisite taste in music. However, you may want to hedge your bets by asking students to pick songs or bring several choices of their own from which the class can choose. Songs that are available at karaoke salons (*norae-bang*) may be especially popular and carry the additional benefit that students may be more likely to practice after class. Furthermore, look for songs with clear lyrics, repetitive lines, and not too many ideas to explain. Repetition will dish out much-needed input.

Practical Lessons With Music

Following the standard "pre-lesson," "during lesson," and "post-lesson" format can help avoid mistakes and ensure that students get the most out of the class.

Pre-lesson First, identify the aims of the lesson for which a song is to be selected. Appropriate aims include the reinforcement of (a) pronunciation, (b) vocabulary, and (c) grammar, as well as (d) culture-related content. Prepare handouts containing an appropriate list of words, phrases, and teaching points to help students focus on these aims. Begin the lesson by identifying a theme of interest to the class for which it is easy to incorporate the song in some manner.

During Lesson Have students participate in listening to and singing the song. Students could take notes, check the words they don't understand on a

Training Notes

Edited by Douglas Margolis

handout, or work in pairs to reconstruct the lyrics. Keep the lesson moving and enjoyable for students so as to motivate students to listen and sing along regardless of their reservations about their own musical talents.

Post-lesson Give students a chance to ask questions about the song. Adequate explanations should be provided for any linguistic and cultural points of the song. Also, teachers may prepare further questions, for example, "How would you describe the effect of this

Positive emotions towards music work to lower the affective filter.

song," "What did this music make you think about while you were listening," and so on. An effective technique is to have students engage in practical exercises in small groups that underscore those key words and phrases they have learned.

Leaping the Technical Hurdles

Thanks to the availability of video and audio technologies in and outside classrooms, introducing music into language learning can be easily accomplished. This technology can be accessed in class by the teacher and students, and out of class for homework or autonomous learning. As with all educational technology, however, the teacher should always have a back-up plan prepared in case of emergencies, such as when there's a power failure, the equipment doesn't work, or you've grabbed the wrong tape. Arrive early and check your equipment, as it helps

to calm nerves and guarantees smooth operation. CDs and digital formats are better than cassette tapes because you don't have to worry about rewind time.

Conclusion


Indeed, when planned and conducted properly, incorporating music into foreign language acquisition may prove to be a great pedagogical technique. However, there is very little research into how and what kind of songs should be introduced into the language learning classroom. Certainly, future studies are needed to ascertain what particular songs are appropriate for foreign language acquisition.

References

- Krashen, S. (1989). We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal*, 73(4), 440-464.
- Medina, S. (1993). The effect of music upon second language vocabulary acquisition. *FEES News* (National Network for Early Language Learning), 6(3), 1-8.
- Muller, G. (1980). Visual contextual cues and listening comprehension: An experiment. *Modern Language Journal*, 64, 335-340.

The Author



Akiko Otsuki is a student from Japan currently studying Second Language Studies and Linguistics at the University of Hawaii at Manoa. She is interested in analyzing and distinguishing unique phonological features of English from other languages. Email: aotsuki@hawaii.edu. 

2006 KOTESOL Spring National Conference

Hoseo University, Cheonan Campus; Saturday, May 13th

**Helping Students Open Doors to Learning:
Sharing What Works in the Korean ELT Classroom**

Presentation Deadline: March 20, 2006

Email Submissions to: nc2006submission@yahoo.ca

Online Pre-Registration: April 11-21

Pre-Registration	Members: 10,000	Non-members: 15,000
Onsite Registration	Members: 20,000	Non-members: 25,000
Annual Membership	40,000 won	

Visit : <http://www.kotesol.org/nationalconference/2006>

Active Strategies for the Passive Voice

I've got a beef with textbooks and the passive voice. Celce-Murica and Larsen-Freeman (1998) show how grammar points have three aspects: form, meaning, and use. But in many cases, textbooks focus on form only. You have probably seen this: "Change the following sentences from the active to the passive voice. Example: The cat ate the mouse = *The mouse was eaten by the cat.*" A transformation exercise like this one helps students to form passives. But that's all it does. Granted, the form is no simple thing. You need to add the *be*-verb, you need the right past participle, and you might need to add "*by*" + *agent*. To really complicate things, the passive voice works with any verb tense. No wonder form gets so much attention.

But what is missing in transformation exercises? First of all, you can't tell if students understand the *meaning*, especially if the agent is taken out. *The mouse was eaten*. Did something eat the mouse? Or did the mouse have a piece of cheese? Also, what about *use*? When do we choose the passive over the active? Here are some tips for addressing these challenges.

Form

Tip 1: If you're doing transformations, make sure that the resulting sentence isn't odd. *The students are doing some homework* sounds acceptable, but *Some homework is being done by the students* is odd. Delete strange examples from your textbook, and have students take out the agent whenever possible.

Tip 2: When introducing the passive voice for the first time, use an irregular past participle which doesn't resemble the simple past tense (*eaten, driven, taken, etc.*). This reduces confusion.

Meaning

Tip 1: Use minimal pairs and pictures. Minimal pair = one difference in form which creates a difference in meaning (*The man hit the bus* vs. *The man was hit by the bus*). Thornbury's (1999) great activity shows 10 cartoons and sentences. The teacher reads the sentences and students match them to the right cartoons. Some sentences have agents and some don't. The sentences are simple; the challenge lies in listening closely for meaning.

Tip 2: Pictures are not just for beginners. Forsyth and Lavender (1995) demonstrate this with eight short but tricky minimal pairs (*The car stopped* vs. *The car was stopped*). The cartoons not only illustrate and test meaning, but make a potentially boring activity much more engaging.

Use

Tip 1: Don't tell students that the passive voice is the same as the active voice, but just turned around. We

use passives differently - often to hide or de-emphasize an agent. Politicians frequently use the active voice in their campaign promises ("I'll increase educational funding") and the passive when things don't work ("Mistakes were made").

Tip 2: Don't tell students that the passive voice is necessarily more polite than the active voice. It's true sometimes, but not a rule.

Tip 3: These days, business and academic writing uses more active voice than ever before. Have your writing students pick out wordy or vague passive sentences and change them to direct, active ones. (*The report has been sent* - *I've sent the report*).

Tip 4: Context, context, context. Find a passage with an interesting topic and lots of passive voice, with verb tenses appropriate for your level of learners. Here's part of one about John Lennon's assassination which I've used with intermediate adults: "John Lennon was shot and killed by a deranged fan... had been interviewed by RKO Radio... was pronounced dead at 11:07..." (McKinney, 1998). Have students color scan (passives in purple, actives in green) quickly for the verbs and then go over why the passive voice is used (e.g., nobody cares who pronounced him dead).

Form, meaning, and use. Keep them in mind and your learners will benefit.

References

- Celce-Murica, M., & Larsen-Freeman, D. (1998). *The grammar book: An ESL/EFL teacher's course* (2nd ed.). Boston: Heinle & Heinle.
- Forsyth, W., & Lavender, S. (1995). *Grammar activities 2: Upper intermediate*. Oxford: Heinemann Educational Books.
- Thornbury, S. (1999). *How to teach grammar*. London: Longman.
- McKinney, J.D. (1998). *The Beatles history web page*. Retrieved January 31, 2006, from <http://web.archive.org/web/20021206103411/http://www.jdmckinney.com/beatles1.html>

The Author



Ksan Rubadeau (MA Applied Linguistics) has trained teachers for the Gyeonggi Provincial Government and currently teaches at Korea University. She is also Seoul Chapter Treasurer. Email: ksanrubadeau@hotmail.com.



Amazing Amazon

Amazon.com, the behemoth American bookseller, is quickly diversifying into electronics, clothing, gourmet food, tools, and hardware—just about anything you can imagine, including the proverbial kitchen sink! What’s so amazing about Amazon that the website is worth promoting in *The English Connection*? After all, a trip to Kyobo Book Centre or What the Book will net you similar books without the need for international shipping.


The answer, in short, is its potential for classroom application. For starters, an increasing number of books now have a “Search Inside” feature. This is a cool, new technological bonus for teachers. Aside from the expected table of contents, front and back covers, and a perhaps a sample chapter, a concordance of the 100 most frequent words is available in select books. Even better, when clicking on individual words, another page lists each occurrence and an excerpt of its usage. Try searching *Lord of the Flies* to see how William Golding uses the word *time* 96 times, and look for *time*-related lexical chunks, idioms, and metaphors.

Is this a hard book to read? Check the “Text Stats.” Clicking “Text Stats” yields statistics about a book’s readability and complexity. For readability, you can confirm its Fog Index (reader’s recommended years of formal education), Flesch Index (0-100 reading ease score), and Flesch-Kincaid Index (approximate U.S. reading grade level). For *Lord of the Flies*, the

respective scores are 6.7, 79.8, and 4.8. Beware that these indices only reflect a general syntactic overview and do not automatically translate into suggested reading material for our Korea students; nevertheless, “Text Stats” is a helpful teachers’ tool. Complexity statistics are also given, for example: average syllables per word and the number of words per sentence. Parsimonious readers on a tight budget will find delight in the words-per-dollar statistic.

**Web
Wheres**
By Jake Kimball

Would Ebenezer Scrooge break the bank for *A Christmas Carol* or *How to Win Friends and Influence People*?

As for Amazon’s other online offerings, Eowyn Brown of Seoul Chapter suggests using book summaries and author biographies in class with students. She also considers suggested age ranges and any awards won when selecting books. ISBN numbers are useful for tracking down books in Korea. The editorials and customer reviews probably have the most constructive classroom potential. Although publishers’ reviews differ from readers comments, both serve as models for students to emulate, analyze, rate, discuss, or debate. Skillful and imaginative teachers will have little trouble making use of Amazon’s content. 

Have you been to a
Chapter Meeting?

Busan-Gyeongnam * Cheongju * Gangwon
Daegu-Gyeongbuk * Daejeon-Chungnam
Gwangju-Jeollanam * North Jeolla
Seoul * Suwon-Gyeonggi

<http://www.kotesol.org/chapters.shtml>

There's a place
just for you on the

International Conference Committee

Identify your position now.

Contact Conference Committee Chair

Allison Bill at

allison_bill1@hotmail.com

Understanding Korean Learners

By Kevin Landry

Teaching in Korea can be a dream come true. Considering how motivated our students are, we are comparatively lucky by international standards. Our students strive for high grades and scores. In general, they are well behaved. In traditional Confucian teachings, students are instructed to obey their teachers. There is even the common Korean saying "Respect your teacher as you do your father."

But with all these positive aspects, your teaching experience may still not be so rosy. "Classroom culture shock," or at least "cultural misunderstanding," may be a problem. To avoid this, it would help to learn more about your students and the Korean classroom context. Getting to know your students - their lives, their culture, and their language - can be a source of professional development and personal satisfaction.

Growing up in an English-speaking country may not prepare one for teaching in a Korean context. Yes, students are still disciplined, sometimes through corporal punishment, and privacy rights are often overlooked. However, if you can see your students and co-workers as part of an extended family, teaching in the Korean context begins to make sense.

Getting to know your students can be a source of professional development

In Korea, people address each other by their relationship rather than by name. Are you familiar with the concepts of "older brother" or "younger sister?" Naming terms even change by gender. For example, males wanting the attention of an older female use one term of address; females addressing an older female use another. As you might expect, certain behavior patterns grow from this; e.g., older peers have a responsibility to shepherd younger people who show them respect. Considering peer relationships can offer some insight into why certain things are done as they are in Korea, including their impact on CLT classroom procedure.

What I really like doing in my classes is expanding basic coursebook lessons. One way to exploit the text is to find out what interests your students. To give an example, while teaching middle school learners at a winter camp, we were following a textbook that was very grammar-centric and contained many dry, fill-in-the-blank exercises. Rather than only do what was prescribed in the teacher's guide, I tried many different activities related to what we were studying that proved

more interesting to my students.

When we began a unit focusing on *did*, I had them write their own questions on a piece of blank scrap paper. They worked with a partner and came up with their own questions to ask their classmates. Once they made three or four questions, I split them up and had them move around the class asking their questions to others. The moving around got them out of their routine and into the lesson.

To expand on the simple *yes/no* question material in the coursebook, I incorporated follow-up questions for them, and developed menu-making group-work activities and restaurant-ordering role plays. These extensions give a greater sense of authenticity to the textbook materials.

The final idea I used was taking a comic strip from the back of the book and having the students make their own stories with a partner. I encouraged them to use characters they knew, with each team completing one of the three panels. Finally, the finished product was displayed on the classroom wall. These activities were designed with students' interests in mind.

I have been really interested in language learners expressing themselves through art, and I always encourage speech bubbles and narration boxes. Some of the students are great artists and others come up with good ideas. Seeing them navigating the classroom, reading each other's work, is gratifying. They always enjoy what others have to say, and time seems to fly. You can find some examples that I have scanned and posted online at <http://www.edactive.com/comicsforeducation/index.htm>

Getting to know my students interests and abilities has helped me prepare better, more successful lessons, and has contributed to my personal development

The Author



Kevin Landry lectures at Hongik University. He holds an MA in Linguistics (TESOL) from the University of Surrey and a TES/FL Certificate from Saint Mary's University. His current KOTESOL positions include Teacher Education and Development Special Interest Group Facilitator and National Nominations and Elections Committee Chair.



Teaching in the Blogosphere

As language teachers, communication is our business. However, actually getting students to communicate and be interested in communicating is a never-ending challenge. Perhaps you already have a blog of your own, as many teachers and students in Korea do. If so, congratulations, you have stumbled upon a powerful teaching tool.

Blogs share the advantages of other kinds of computer-mediated communication, such as email and forums. As a more personalized medium than these, blogs can help with students' language-ego development, and generally reduce barriers to self-expression in English.

The simplest way to use a blog for language teaching is to open up a blog of your own, as a kind of class conversation-starter. Students can respond by posting comments. This is known as a "tutor blog," and it may be the best way to begin. You can use a tutor blog to give students more insight into your own ideas and experiences. There are a lot of tutor blogs on the Internet; one notable example is Aaron Campbell's at <http://thenewtanuki.blogspot.com/>.

However, to really tap the potential of blogging, you will want to set up a student-centered blog project. You can do this by assigning individual blogs to each student, or by creating a group blog for the class or a subgroup.

Blogging projects can also be set up across and between classes, similar to the "key pals" exchanges done using email. An interesting example of blogs used for intercultural exchange is a project between EFL students in Japan and JFL students in the United States (see <http://cyberspaceproject.blogspot.com/>). If you set up a project of this kind, you'll want to be particularly careful to support it with in-class discussion to clear up the misunderstandings that often develop.

Before starting a blogging project, you will want to set clear goals and expectations for the students. Depending on the nature of your class, these goals might be as simple as "make one post every week." If you don't do this, the chances are that the majority of students will lurk and let other students take the risk of communication. For more information on effective blog facilitation, see the British Council's website: <http://www.teachingenglish.org.uk/think/resources/blugging.shtml>.

As with other forms of web-based communication, it's imperative that blog work be closely integrated with in-class work. You might want to have blog posts for a given period focus on your content goal for the class. Likewise, class time can be usefully devoted to

problems and misunderstandings that have arisen from students' blogging.

There are a wide range of blogging software and services you can choose from. If you don't mind having discussions open to the public, you will probably find blogspot.com an easy service to use. If you want to control who can view the blog, livejournal.com may be a better choice. On the other hand, you may want to set up the project on your own server.

If you use Moodle, a blog module is planned for version 1.6, but has not yet been made available. Whatever system you set up, be sure to use RSS feeds so that you and your students can easily stay up-to-date on blog postings. Once RSS is set up, you can easily review all postings using the reader of your choice. RSS readers are included with some online services, such as My Yahoo, or you can download one of many free readers.

So far we've been talking about text blogs, which are the most common kind and perhaps the most natural

You can use text, photo, audio, and video blogs.

for language teaching. However, you can also use photo, audio, and video blogs as teaching tools. Audio and video blogs may be ideal if you want to focus on spoken rather than written communication.

For further reading on blogs as tools for English teaching, see the British Council site above, and also "Blogsavvy" at <http://blogsavvy.net/how-not-to-use-blogs-in-education>. An interesting blog about blogs as teaching tools is found at <http://blog-efl.blogspot.com/>

After you've tried blogging in your classes, share your experiences with the rest of us. Drop by the KOTESOL CALL SIG mailing list at groups.yahoo.com/group/KOTESOLCALLSIG, or the forum on the "CALL SIG" section of the KOTESOL website.

The Author



Samuel Henderson is the CALL (Computer-Assisted Language Learning) SIG Facilitator. He assigns blog work to his students at Pusan National University.

Email: samueljhenderson@gmail.com



Star Teachers:

The Ideology and Best Practice of Effective Teachers of Diverse Children and Youth in Poverty

Martin Haberman.

Houston, TX: The Haberman Educational Foundation, 2005.

Pages: 220. (ISBN: 0-9761856-0-6 Paperback)



Reviewed by Andrew Finch

Dr. Haberman has, in this seminal contribution to educational literature, written an exceptional book that has implications stretching across disciplines and national boundaries. Although not written as an EFL book, this detailed investigation of the qualities of star teachers and the conditions they have to overcome is extremely relevant to EFL instructors and program developers faced with test-driven, failing education systems. *Star Teachers* is thus an important read for EFL teachers and trainers, since it deals with all-too-familiar problems of teaching to the test, blaming the victims of high-stakes testing, ignoring the development of higher-order thinking skills, focusing on punishment-based classroom control, and learning to live with self-perpetuating, inept bureaucracies. This book is a well-researched, longitudinal study, made doubly valuable because of the observations and recommendations that it makes. Having spent fifty years or so researching schools, the author identifies and addresses themes which are of universal relevance to all teachers.

Part One of *Star Teachers* (Chapters I to VII) illustrates the conditions facing teachers in the USA, including the problem (rarely identified in teacher-training programs) of dealing with school bureaucracies. Part Two then contrasts “Traditional Urban Teaching Practices” with “Good Teaching,” since it is evident that the two are mutually exclusive. These traditional practices are based on four assumptions which can be found in TEFL reference books describing the propositional paradigm and teacher-centered instruction:


- A) Teaching is what teachers do. Learning is what students do. Students and teachers are engaged in different activities.
- B) Teachers are in charge and responsible. Students still need to learn appropriate behavior. Therefore, when students follow teacher’s directions, appropriate behavior is being taught and learned.
- C) Students represent a wide range of individual differences. Therefore, ranking is inevitable, so that some students will end up at the bottom of the class while others finish at the top.
- D) Basic skills are required for subsequent learning and living. Students are not necessarily interested

in basic skills. Therefore, directive pedagogy must be used to insure that youngsters are compelled to learn their basic skills. (p. 50)

Part Three (Chapters X to XVI) examines the characteristics of star teachers - people who teach successfully and meaningfully inside the system - people whose “raison d’etre is their students, first and last” (p. 17). In this section, we get to see how star teachers think about teaching and how they transform these ideas into action and effective teaching. The main assumption here is that “Schooling is living, not preparation for living. And living is a constant messing with problems that seem to resist final solutions” (p. 54).

The reader is now treated to a number of measurable and non-measurable attributes and principles of star teachers. A selection of these is offered below:

- Star teachers are obsessed with generating effort. (p. 106)
- Star teachers have extraordinary organizational skills. (p. 113)
- Stars interact with children as if the purpose of any activity is to get the children to do the work - the speaking, questioning, finding out, writing, measuring or constructing - while the teacher’s job is to serve as a coach and resource to the children. (p. 115)
- Stars don’t plan by focusing on what they will be doing but on what the children will be doing - alone, in groups, or as a whole. (p. 118)
- Stars know that when they are able to motivate students that learning skyrockets and teaching becomes less stressful. (p. 119)
- Stars seek to create students who will be independent and not need them. (p. 177)
- Stars frequently model the acceptance of mistakes and on occasion use it as a teachable moment. (p. 189)

In conclusion, *Star Teachers* can be recommended unconditionally for educators in every discipline, since it details how and why professionals in difficult conditions manage to educate according to the principles that they know to be effective. 

Conference Report: ThaiTESOL 2006

By Gye Hyoung Yoo

For three magnificent days in January, I attended the Thailand TESOL Conference in Chiangmai as Korea TESOL's representative to the conference. My official duties from the 19th to 21st were to attend the PAC (Pan-Asian Consortium) meeting and prepare a KOTESOL display booth, which was stocked with KOTESOL publications and pamphlets.

As the conference opened at 8:45 on the 19th, I had to arrive the previous day. After a five-hour plane ride, I landed in Bangkok. During my two-hour layover there, I shuttled to the domestic airport for my one-hour flight to Chiangmai, the second-biggest city in Thailand. It was midnight before I arrived at my Chiangmai hotel.

Early the next morning, I went to the venue hotel by mini bus. The Lotus Hotel was huge and the conference was held on the six and seventh floors. The reservation area was crowded with registrants. Student volunteers with their "Helper" sashes were visible throughout the venue. When I approached a woman with a different-colored name tag, she helped me meet with Phil Chappell, the Chair of the conference. He was very kind

The KOTESOL display was a great success.

and helpful. During the introductions of PAC members in the opening ceremony, he included me.

The theme of the 26th Annual Thailand TESOL International Conference was *Teaching, Learning, Researching: Three Pillars of TESOL*. There were five plenary speakers, eight featured speakers, and about 220 presentations. The five plenary speakers were Kathleen M. Bailey from the Monterey Institute of International Studies, California, Jim Scrivener from Macmillan Publishers, Jane Willis from Aston University, Kathleen Graves from the School for International Training, Vermont, and Susan Stempleski from the City University of New York. The content areas were from CALL to culture and from materials development to professional development - everything related to ELT.

As I was not on the organizing committee for this conference, I could enjoy every session I attended. I really enjoyed the time because I liked learning and participating. I'm especially interested in writing and was attracted to presentations such as "The Process of Writing," "Promoting EFL Writing Proficiency through

Teaching, Assessing and Appraising," and "Using Music to Stimulate Learners in L2 Writing." In particular, I found "Effects of Action Logs in the EFL Classroom" to be of interest. The presenter, a university professor in Japan, had her students write once a week in a notebook action log and provided continuous feedback. Grading was on three areas: interest, usefulness, and difficulty. I have decided to use this action log technique in my classes.

The KOTESOL display was a great success. Many people come with inquiries, and by the middle of the second day, all the brochures, journals, and other KOTESOL publications were gone. As KOTESOL's representative, I also attended the PAC meeting on the 19th. Our PAC partners are ThaiTESOL (Thailand), JALT (Japan), ETA (Taiwan), FEELTA (Russia), and ELLTAS (Singapore). PALT (Philippines) is in the process of also becoming a member, signing with three partners during the conference. First and foremost on the meeting agenda was the next PAC Conference, slated to take place in Thailand in 2007. The venue is not yet firm, but will likely be in Bangkok, and the dates of January 26-28 were decided on at the meeting, also discussed was the selection of speakers and presenters, the future of PAC in relation to Asia TEFL, and the revival of the PAC Journal.

There were 900 attendees at the conference. But to my surprise, there were only about eight elementary school teachers and 90 secondary school teachers. The rest were teaching and researching at the university level. The presentations and discussion focused on the university student, and the people I met - in the sessions and elsewhere at the conference - were all university professors. Indeed, I learned a lot and broadened the horizon of my experience and knowledge.

After the conference, I spent another two days enjoying temples, night bazaars, a safari, elephant riding, snake and monkey shows, an orchid farm, and a ahhh foot massage, before my return to Korea.

The Author



Gye Hyoung Yoo is the 2006 Conference Committee Co-chair and teaches at Yuljeon Middle School in Suwon, Gyeonggi-do. She is an active member of the Suwon-Gyeonggi Chapter, now serving as Chapter Treasurer. Ms. Yoo has recently returned from the University of Kansas, USA, where she had gone on a full scholarship from the Office of Education to complete her MA-TESOL.

Leadership Retreat 2005: Focus on the Future

By Todd Vercoe

Back on a couple of frosty days in December, over 40 present and future leaders of Korea TESOL huddled together in Daejeon to exchange ideas, network, review the past, and plan for the future. Rather than an exercise in back patting and beverage sipping, the 2005 leadership retreat was all about business, about focusing the organization and building stronger bonds between members, chapters, SIGs, and the National Council - bonds that will lead to a stronger future.



Rob Dickey leading a workshop.

We all met in a conference room at the Yujin Hotel, where chapter presidents, future chapter leaders, and the National Council members discussed ways to improve Korea TESOL and to better disseminate information to the membership. As is customary for a leadership retreat, the program planning and overall preparations were made by the 2nd Vice-President, Jake Kimball, in coordination with President Louisa Kim. A series of workshops on a wide range of topics instructed and motivated attendees. In between workshops, session breaks throughout the two-day retreat naturally provided occasions for swapping chapter stories and opportunities to “break bread” (or “share rice,” to further extend the metaphor).

Right off the bat on Saturday morning, Jason Lee addressed urgent needs in Korea TESOL in regards to publicity. Mr. Lee gave an informative presentation on publicity and ways to increase our membership and was the subject of much discussion through the rest of the weekend. He spoke about the need to better advertise and perhaps develop a certificate system for chapters as a means of encouraging greater attendance at chapter meetings. The issues of publicity were quickly followed by Maria Lisak who led a workshop entitled “Always Room for Improvement,” a retrospective of not only our past accomplishments, but also our failures. Though there have been a great

number of successes in Korea TESOL, a cold, hard look at some of the areas where we as an organization are failing, was a helpful eye-opener to all present. The workshop stimulated many thoughts on improvement for the coming year.

Newly elected 1st Vice-President Marilyn Plumlee led a two-hour workshop discussion on ways to improve the chapters. She spoke eloquently on the fact that chapters are a unique feature of academic organizations in Korea and how we need to strengthen the future of our chapters by developing new leaders. She addressed some of the perennial issues of Korea TESOL, that of attendance at chapter meetings, finding interesting and informative speakers, and other issues. Breaking into small discussion groups proved to be a productive way to brainstorm ideas on how to improve chapters. We talked about balancing chapter diversity in terms of the needs and wants of native English speakers and non-native speakers.

Following these intensive and productive discussions, National Treasurer Dr. David Shaffer gave a short presentation on the financial workings of KOTESOL and explained to new leaders the “hows, whys and wherefores” of the organizational funds.

As a break from leadership issues, Tony Joo presented on “Targeting Korean Members Needs.” In expressing the dangers of Communicative Language Learning inside the Korean exam-driven system, Tony stirred an interesting academic debate among those present on the need to provide learners with more input rather than emphasizing output.

President Louisa Kim wrapped up the formal session to a gratifying first day. After dinner, the Conference Committee and National Program Committee gathered separately for more work-planning for 2006. Chapter



Kyoungsook Yeum speaking on effective leadership.

presidents met and had an informal discussion together. Steve Garrigues, Daegu-Gyeongbuk Chapter President, remarked that it was the first time in memory that chapter presidents had gathered together for an informal get-to-know-you session and it was universally agreed that chapter presidents need to work more closely to develop the information pipeline.

Sunday began early. After a quick shot of morning caffeine to remedy the sleepy eyes, business quickly got underway with everyone ready for action. Robert Dickey gave a workshop on KOTESOL's organizational partners and how they add value and quality to the KOTESOL experience. Dr. Dickey also spoke on how chapters and SIGs can better become involved with organizational partners in the future.

John Phillips and Maria Lisak then co-led a workshop on ways to improve the National website and informed us of the challenging project they have in the next few months - a complete redesign of the national and chapter websites! Many great ideas were put forward, and it should be exciting to see how Mr. Phillips and Ms. Lisak carry these ideas to fruition in the spring and summer.

Robert Dickey returned to make an interesting, informative, and humorous presentation on "Robert's Rules" as they apply to KOTESOL (Not Dr. Dickey's rules, but those of Gen. Roberts, as laid out in Robert's Rules of Order - the rules that guide National Council meetings.) Dr. Dickey made Robert's Rules easily understood and provided a great guide for KOTESOL meetings. Nominations and Elections Chair, Kevin

Landry, outlined the difficulties of recruiting new leaders and proposed ways that we, as a volunteer organization, can resolve them.


Immediate Past President Dr. Kyungsook Yeum closed the day with a motivating presentation on mentoring and leadership, and how we as can best develop and encourage new leaders to step to the forefront of the organization. One of the most interesting suggestions was that KOTESOL create a leadership training certificate to facilitate the development of future leaders of Korea TESOL.

The last business of the weekend was a National Council meeting chaired by President Louisa Kim. Those present struggled with difficult topics and ideas but worked well in developing a strategy for events over the coming months.

The Council meeting finally wrapped-up a little after six o'clock Sunday evening, and the weary but satisfied members trudged out to find buses, taxis, or trains that would take them home, each carrying many new ideas, new friendships, new collegial networks, and a positive attitude for the future of KOTESOL.

The Author



Todd Vercoe, President of Busan-Gyeongnam Chapter, has lived and worked in Korea for the past ten years. He lectures at Inje University, and is currently a masters degree candidate at Teachers College, Columbia University, USA. 

Gwangju Spring Conference

ELT: Extending the Scope, Expanding the Resources

Chonnam National University Language Education Center

April 15, 12:30 to 5:00pm

<http://www.kotesol.org/gwangju/conference2006.htm>

KNU-KOTESOL Conference

Globalization & Foreign Language Education

Kyungpook National University, Daegu
Saturday, June 3rd, 2006, 9:00 - 5:30

Contact: aefinch@gmail.com

KOTESOL In Action

Edited by Maria Lisak

Special Interest Groups

CALL SIG

By Samuel Henderson

The KOTESOL CALL SIG has been discussing issues in the field on our email list, with more and more members contributing to the dialogue. Members are invited to join at groups.yahoo.com/group/KOTESOLCALLSIG and see what you are missing. We have also been developing a new SIG website. Although it is not entirely active yet, just click on the "SIGs" section of the national website to find us. In recent months, members of the SIG have been developing a new module for the Moodle Course Management system. The group's facilitator, Sam Henderson, will be proudly representing KOTESOL at a conference on learner corpora and writing instruction at Tokyo's Waseda University on February 25. He and other SIG members are also looking for opportunities to visit chapter meetings and spread the good word about the effective use of new technologies in language teaching. What should you look forward to? SIG members are now preparing for events to be held later in the year. Stay tuned!

Christian Teachers SIG

By Heidi Vande Voort Nam

In January, several CT-SIG members enjoyed warm weather and the fellowship of an international group of Christian English teachers at the Christians in ELT Conference in Chiangmai, Thailand. Prompted by discussions in Thailand, the CT-SIG plans to join researchers from other countries in building an accurate profile of Christian English teachers and their influence on the communities in which they work.

On the CT-SIG discussion board, members of the group have continued to share prayer requests and address topics such as classroom discipline, reading the Bible in a second language, and future plans for the CT-SIG. One of those future plans is to hold local discussion meetings in Seoul and Busan. The first Seoul meeting will be at 5:10 p.m. on April 15 (following the Seoul Chapter meeting), and the first Busan meeting will be at 3:00 p.m. on April 8 at Crossroads International Fellowship. At these meetings, we will discuss the article "Teaching More than English: Scandal or Strength?" which is available on-line at <http://www.cetesol.org/news/Teaching9purg97.pdf>. Those who attend the discussion meetings are encouraged, but not required, to read the article in advance. For more

information about the meetings, you can contact Heidi Vande Voort Nam (heidinam@gmail.com) about the Seoul meeting or Jeffrey Westbrook (pusanprof@yahoo.com) about the Busan meeting.

ELT Leadership & Management SIG

By Brett Bowie

This is Brett Bowie, new facilitator of the new ELT Leadership & Management SIG (ELM-SIG). I have had eight years of teaching experience in Korea, with about five of those years in some kind of coordinating or supervising position, in addition to my own teaching load. I no longer teach - I've moved up slightly in the world, thanks primarily to the five years spent at the helm of a few university English programs. Prior to teaching in Korea, I had a fairly good background in management, and I have always had a cheeky sense of humor.

ELT leadership and management come in many shapes and sizes. Consider joining this SIG if: (a) you want to step into management to augment your resume or to improve the overall situation at your center, (b) you are ambitious and feel that there are education-focused Fortune 500 companies out there just waiting to take you in with open arms in the future, (c) you are a senior teacher, and it is simply time to step up, or (d) you are in an ELT L&M position simply because no one else seemed keen to do it. Once a few members have jumped on board, we will begin to discuss such issues one at a time. Contact me at brett.bowie@gmail.com or sign up via the KOTESOL website.

Global Issues SIG

By Jack Large

Changes and advances are in the offing for 2006. Kip Cates has forwarded a report of significant progress planning for the next Asian Youth Forum at Pan-Asian meetings in Bangkok, February 2007. Fresh names and faces have been added to the roll call of students and advisors as the result of talks and introductions that have taken place in the past year. Professor Kim Nam-soon joins Jack and Aekyoung Large in the advisory line-up, in a partial reprise of the formative days of KATE, which was to KOTESOL as water is to shampoo.

A strong presence is expected from China in Bangkok, led by Harry Wang Ruocheng, who came forward in Beijing last June at Min Byoung-chul's extraordinary speech contest there, under the banner "Peaceful Global Village through English."

A series of readings across Korea by small-press grandmaster poet Charles Potts will mark the beginning of summer. The last event in the series promises to be a potluck picnic on or near the river. Tentative plans for that include joining hands with teachers at the new Paju English Village, which by then

will be wide open for fun and business.

Jack Large, via the online forum, has announced his retirement this year as facilitator of the SIG and has invited activist teachers to apply. He will continue as GI-SIG liaison for AYF and poetry-in-the-present, and stand by Aekyoung Large, who heads to Vermont to update her US ESL teaching credential in September.

Research SIG

By David D. I. Kim

The Research SIG (R-SIG) plans to hold a series of presentation/workshops in 2006. Please visit the R-SIG website for further details as they become available, as well as to view details of past R-SIG presentation/workshops. The R-SIG website is at <http://www.kotesol.org/rsig/> If you have any questions concerning the R-SIG, please contact the R-SIG Facilitator, David D. I. Kim, whose email address is available at the KOTESOL SIG webpage: <http://www.kotesol.org/sigs.shtml>

Teacher Education and Development SIG

By Kevin Landry

Our membership includes many who are involved in other aspects of KOTESOL. Teacher development overlaps and can't be isolated from other areas of ELT. With that in mind, let's take a look at what some members having been posting on the online forum to share with others. Robert J. Dickey posed the question: What do you read, and why do you read it? Rob also informed the group that the Centre for Information on Language Teaching and Research (CILT) had rated journals based on the following criteria: breaking new ground, clarifying a problem area, giving a useful review of earlier work, reporting important research findings, and presenting new and useful methods and materials. Greg Matheson mentioned journals that were available. John Baker explained that www.tesol.org offers a PDF file with information about 70 journals. Adam Turner attached a fairly comprehensive set of research links.

Our lunar year ended with the compilation of a set of Guidelines for Abstracts: a) Avoid the use of references your work is founded on and the literature which is embedded in it. b) Do not start with the phrase "In this paper" or "this paper." c) Open with a statement of fact or a particular problem statement. d) Avoid the use of sub-headings. e) Utilize between three to five keywords or phrases.

Writing & Editing SIG

By Adam Turner

The Writing and Editing SIG allows writing teachers to share resources and discuss the teaching of writing in Korea. Interaction takes place mainly at regional and

national KOTESOL conference presentations and online through our bulletin board. The SIG is also responsible for the Writing Right column in TEC, which serves as the outlet where we can pass on some of the resources and tips to other teachers that come out of our online and face-to-face discussions. This is also my last official report for the WE-SIG. Tyrone Marsh will taking over and leading the group.

Tyrone is excited about being the new WE-SIG facilitator. Before coming to Korea seven months ago to teach, he was getting his master's in TESOL at Teachers College, Columbia University. He is looking forward to this experience with the WE-SIG members. It is a group with a wealth of knowledge for which he hopes to find new ways for professional collaboration.

In his introductory post to the WE-SIG discussion forum, Tyrone writes, "I had never thought of myself as a writer. In fact, I cannot recall a time in my life when I did not dread the sight of a blank sheet of paper or the glow of an empty Word document. But as they say, 'The pen is mightier than the sword.' So I have used the printed word as a release for my tormented, captured spirit. I think that is what draws me to focus on teaching writing. Reading the thoughts of EFL/ESL learners as they start to 'get it' through writing...what a rush! We have all felt it... at least I hope that is true. Being in this field is a magnanimous feeling." If you are not already a member, join Tye and the WE-SIG now.

Young Learners SIG

By Jake Kimball

A number of new members have joined us as a result of our symposium in November. We welcome them and invite all young learner teachers to join us. Although we haven't had any workshops during the winter hiatus, our discussion group has been active.

Our goal this year is to have at least one experienced YL-SIG member become a chapter representative. If you are interested, please contact Facilitator Jason Renshaw at englishraven2003@yahoo.com.au. Secondly, opportunities abound this spring for honing your presentation skills. Do consider giving a workshop at an upcoming chapter conference. Demand for quality YL presentations has steadily increased over the past few years, so please also start thinking about giving a workshop or presentation at the International Conference in October.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Todd Vercoe

After a lovely break for the winter vacation in December and January, the Busan-Gyeongnam Chapter of KOTESOL is fired up for another busy year

in 2006. The new executives have taken the reigns and have promised continued excellence in the dissemination of TEFL/TESL and community information to our members. Our monthly seminars recommenced in February with Maria Lisak generously offering her public speaking skills. Other speakers will follow as we continue our regularly scheduled meetings.

Again this year, the executive has secured free attendance for Busan-Gyeongnam KOTESOL members at the Asian EFL Journal Conference on April 28-29 at Dong Seo University. This conference will feature some of the best and brightest minds in the field of EFL/ESL including: Professor Rod Ellis, Professor Rebecca Oxford, Professor Huw Jarvis, Professor Phan Le Ha, and Professor Francis Mangubhai. Exact details concerning pre-registration for Busan/Gyeongnam members will follow.

Busan-Gyeongnam KOTESOL expects to take a "traveling road-show" of speakers to members in some of the outlying areas near Busan. Our first stop is likely Masan and will take place in April. Members in the Masan-Changwan area are invited to aid in this endeavor with whatever assistance they can lend. Finally, the KOTESOL CALL SIG is planning a mini-conference in the late spring and our chapter will aid in this conference. We wish you all a great spring semester and continued professional development in whatever you do!

Cheongju Chapter

We are always looking for volunteers to help out with any of our regular meetings, and we are always looking for people interested in sharing their teaching experience with us. If you would like to help out, make a presentation at our meetings, or if you have any comments, please contact the executive committee at cheongjukotesol@yahoo.com.

Daegu-Gyeongbuk Chapter

By Julie Stockton and Fred Stark

Daegu-Gyeongbuk Chapter was fortunate to hold an engaging set of meetings in the late fall and winter. Thanks go to Samuel Henderson for his presentation in November on using concordances in the classroom. Concordances provide literally hundreds of examples of a word or phrase in authentic use, enabling students to explore and understand the target language through multiple examples. Thanks also go to Andrew Finch for his presentation in December called "Postmodernism for English Teachers." According to Dr. Finch, postmodernism challenges existing concepts and finds that "only change is constant." It was an exciting presentation of new horizons in English teaching - a re-interpretation of the English teacher and a look at new ideas. We ended the winter with our annual Swap Shop and KOTESOLer's Dinner. Fred Stark facilitated this

lively time of sharing our most successful tactics and teaching ideas. We had a good wrap-up and sharing time, and then we went out for dinner. The food was delicious. The conversation flowed and a really good time was had by all.

In June, instead of our regular meeting, we will host our annual conference. Our meetings are diverse and relevant. Our membership is thriving, with a good cross-section of national and foreign English teachers, professors, and specialists. Our speakers have challenged us with new ideas and encouraged us with practical applications. We've had a good mix of new ideas and interaction, which results in a truly professional organization. Learning some of the current trends or revisiting old ideas with a new twist, KOTESOL provides members with a professional outlet and network. If you're interested in English education and issues related to it, please come and join us. We hold regular meetings on the first Saturday of the month from 3 to 5:30 p.m. at Kyungpook National University.

Daejeon-Chungnam Chapter

By Deborah Tarbet

After the Young Learner's Symposium, Chapter President Aaron Jolly made the decision to leave his beloved middle school job to take up a position at Namseoul University in Cheonan, where he will be working alongside several other active KOTESOL members. New Chapter Secretary Deborah Tarbet joined Stephannie White (VP) at Hoseo University in Cheonan, site of the 2006 National Conference. Gavin Peacock, who teaches at Sunmoon University in Cheonan, joined us as the new Chapter Membership Coordinator.

In addition to these changes, we are off to a great start in planning the 2006 KOTESOL National Conference, which will be held on May 13th at Hoseo University's Cheonan Campus (not the Asan Campus). The KTX will get you there quickly and comfortably. Shuttle buses will also be available. There will be renowned keynote and well-known featured speakers, along with many workshops. We are working on securing teacher development status for this event, as well, so pre-registering is highly recommended.

We are also planning a very busy schedule for 2006, with regular workshops at WLI (Woosong University's Language Institute) in Daejeon, a symposium or two, and a Thanksgiving Event in Cheonan, in addition to the National Conference. This is a great time to join us and become part of the exciting National Conference!

Gangwon Chapter

By Chris Grayson

In February, Chris Grayson updated the chapter's webpage and promoted KOTESOL in the Gangwon

area. Regular monthly meetings are held the first Saturday of the month, starting again in March. Discussions in March will focus on setting the agenda for the year ahead. Email the chapter for more details.

Gwangju-Jeonnam Chapter

By Scott Jackson and Maria Lisak

During the holiday season, the Gwangju-Jeonnam Chapter has continued to promote KOTESOL through the Gwangju International Center (GIC) Talk Series by inviting a monthly presenter to present on a culture-related topic in their ongoing weekly series of community outreach. January 7th saw Maria Lisak and Ji Hyun Kim give a talk entitled "What We Learned at the JALT Peace Conference." On January 21st, we sponsored the talk "Black History Month," which was presented by the chapter's own Tyrone Marsh. On February 18th, we again sponsored the GIC talk. This time, John Mark Minguillan spoke on the topic of "Filipino Teachers in Korea."

Upcoming on March 11th, Derrick Nault from Kwansai Gakuin University will be visiting Korea and giving a presentation entitled "English-Medium International Education (EMIE) at Japanese Universities: The Next Trend in TEFL?" This workshop will also include a small, practical workshop and a lesson plan exchange. New officers will also be elected at the March workshop. Please check the chapter website for time and location as details firm up.

Then, in April, it's everyone's favorite time in South Jeolla. The Gwangju-Jeonnam Spring Conference on the 15th at Chonnam National University's Language Education Center. This conference is scheduled to run from 12:30 to 5:00 and carry the theme ELT: Extending the Scope, Expanding the Resources. We look forward to offering something new to all who are interested in attending.

Special congratulations are in order to Tony and Rachel Schiera who gave birth to Tehva, their third child, on January 3rd. Her siblings, Silas and Tian, are absolutely enthralled with their new baby sister. So congratulations to the Schiera family! Another person to be recognized is the chapter's vice-president, Tyrone Marsh. Congratulations are in order for him as he is moving up in his career by accepting an offer from Samsung HR Development Center in Yongin. Tye is also the new facilitator of the KOTESOL Writing and Editing SIG. Although we will miss Tye a lot, we are very happy for his achievements and wish him the best of luck. Finally, we would like to introduce Perry Broe Perry as the newest member of our Board of Advisors. Perry has recently retired and returned to her home country of Canada where she's keeping busy by caring for those in need. She will be bouncing back and forth between Canada and Korea, and keeping all of us here at the chapter on our toes.

North Jeolla Chapter

North Jeolla Chapter's upcoming conference on "Practical Activities for the English Classroom" will be held on April 8. The half-day event accommodates more Korean teacher attendance, will showcase local talent, and is sponsored locally by Top Bookstore and local restaurants. Chapter meetings this spring include: March 11, May 13, and June 3. For more details, please contact by email: northjeolla@yahoo.com.

Seoul Chapter

By Mary-Jane Scott

The Seoul Chapter executive started the holiday festivities with a "Secret Santa" at the December executive meeting, and 38 Seoul chapter members celebrated the holiday season with a turkey dinner at Suji's restaurant in Itaewon. We feasted on turkey with all the usual trimmings, and pumpkin pie for dessert.

Jake Kimball gave an inspiring workshop on teacher evaluation at the December workshop, looking at the pros and cons of teacher evaluations, not only as a management tool, but also as a constructive means of personal development. Our January presenters were four students from Hanyang Foreign Language High School. We all got some great ideas from their presentation on using detective fiction in the English language classroom. Three of us won prizes for guessing the whodunit in three short mystery stories. There is a possibility that the students may repeat their workshop at our conference in May. Our February presenter was Steve Soresi, who is currently teaching in Japan. Steve explored the diverse varieties of English and the difficulties that non-native speaking teachers face.

Planning is underway for our annual May event for 2006. The theme is Classroom Management: Creating a Successful Classroom. Check out our website for more details as they become available. We are looking for presenters, so please contact Workshop Coordinator, Bruce Wakefield, if you are interested.

Suwon-Gyeonggi Chapter

By Kim Young Ki

Chapter member and Treasurer, Jangsuk Kim, has left Korea to study in the U.S. He is following in the footsteps of Gye Hyoung Yoo, who finished her master's degree in TESOL in the U.S. last year, after being awarded a scholarship by the Office of Education. We are very proud of our chapter members' effort to do their best. Congratulations Jangsuk!

The chapter is currently taking a break for winter vacation; meetings will resume in March. Even during the vacation, however, two members from our chapter participated in the Korea-Australia English Teacher's Camp for Global Understanding, which was supported by UNESCO and the Gyeonggi Office of Education. 🌐

Who's Where in KOTESOL

Compiled by David E. Shaffer

The National Council

National Officers

Louisa T.C. Kim, President. MaxMet, Inc., Exptel 517 & 525, 381 Mannyeon-dong, Seo-gu, Daejeon 302-150. (W) 042-483-2851/2, (WF) 042-483-2889, (C) 010-6302-3588, (H) 042-477-1014, Email: louisakim_kotesol@yahoo.com

Dr. Marilyn Plumlee, 1st Vice-President. Hankuk University of Foreign Studies, College of English, 270 Imun-dong, Dongdaemun-gu, Seoul 130-791. (W) 02-2173-3013, (H/HF) 02-976-9186, (C) 010-9787-9186, Email: mariplum@yahoo.com

Jake Kimball, 2nd Vice-President. ILE Academy, 2F, 1275-4 Beommul 1-dong, Suseong-gu, Daegu 706-813. (W) 053-782-2330, (C) 019-504-8366, Email: ilejake@yahoo.com

Dr. David E. Shaffer, Treasurer. Chosun University, College of Foreign Studies, English Language Dept., 375 Seoseok-dong, Dong-gu, Gwangju 501-759. (W) 062-230-6917, (Web Fax) 0505-502-0596, (C) 017-274-9181, Email: disin@chosun.ac.kr

Kevin Parent, Secretary. Gongju National University of Education. Email: ksparent@yahoo.com

Dr. Kyungsook Yeum, Immediate Past President. Sookmyung Women's University, SMU-TESOL, Sookmyung Professional Center (SMPC), 9-22 Chungpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7707, (C) 016-239-2181, Email: yeum@sookmyung.ac.kr

Standing Committee Chairs

Kevin Landry, Nominations and Elections Committee Chair. Hongik University, Jochiwon Campus, Dept. of Liberal Arts, San 300, Sinan-ri, Jochiwon-eup, Yeongi-gun, Chungcheongnam-do 339-701. (W) 041-860-2692, (WF) 041-863-2648, (C) 016-373-1492, Email: lklandry@gmail.com

Allison Bill, Conference Committee Chair. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-3045, (C) 010-6332-5191, Email: allison_bill@hotmail.com

Gye Hyoung Yoo, Conference Committee Co-chair. Yuljeon Middle School, Suwon, Gyeonggi-do. (W) 031-207-9235, (C) 010-4860-5863, (H) 031-251-5863, (WF) 031-207-8273, Email: egghead1@kebi.com

Phil Owen, International Affairs Committee Chair. Kunsan National University, Dept. of English Language and Literature, Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4337, (C) 016-665-

6915, (H) 063-468-4721, Email: kotesol_international@yahoo.com

Dr. Yangdon Ju, Domestic Relations Committee Chair. Hyecheon College, School of Tourism, 333 Boksu-dong, Seo-gu, Daejeon 302-715. (W) 042-580-6252, (WF) 042-580-6259, (C) 016-435-6312, (H) 042-583-6312, Email: ydju@hcc.ac.kr

Michael Duffy, Publications Committee Chair. Korea National Railroad College, Wolam-dong, Uiwang, Gyeonggi-do 437-763. (W) 031-460-4610, (H) 031-462-4375, (Pager) 012-789-4080. Email: mgduffy45@hotmail.com

Dr. David E. Shaffer, Research Committee Chair. Chosun University, Gwangju. (W) 062-230-6917, (C) 017-274-9181, Email: disin@chosun.ac.kr

Melanie van den Hoven, Culture Committee Chair. Sookmyung Women's University, SMU-TESOL, Graduate School of TESOL, 9-22 Chungpa-dong 2-ga, Yongsan-gu, Seoul. (W) 02-710-7756, (WF) 02-710-7747, (C) 016-276-2924, Email: melanie.vandenhoven@gmail.com

Stephen Bew, Data Services Committee Chair. Sookmyung Women's University, Seoul. (C) 010-4448-1205, Email: forstephen@mail.com

John Phillips, Technologies Committee Chair. Fulbright Korea, Seoul. (W) 02-3275-4000, (C) 011-9436-4609. Email: phillips@kornet.net

Dr. Robert J. Dickey, Organizational Partner Liaison. Gyeongju University, Gyeongju, Gyeongsangbuk-do. (W) 054-770-5136, (C) 016-834-0968, (H) 055-356-0968, Email: rjdickey@content-english.org

Chapters

Busan-Gyeongnam Chapter Officers

Todd Vercoe, President. Inje University, Institute of Foreign Language Education, 607 Eobong-dong, Gimhae, Gyeongsangnam-do 621-749. (W) 055-320-2529, (C) 010-3150-6671, (H) 055-332-7561, Email: koreakatz@hotmail.com

Joseph V. Nicholas, 1st Vice-President. Sungkyunkwan University, Natural Sciences Campus, SLI, Suwon, Gyeonggi-do. (C) 010-6872-5771, Email: joeiscanada@yahoo.ca

Jerry Foley, 2nd Vice-President. EPIK, North District, Busan. (C) 010-6873-9985, (H) 051-323-9987, Email: foley_jerry@yahoo.com

Andrew Nicol, Treasurer. Gyeongsang National University, English Zone, 900 Gajwa-dong, Jinju, Gyeongsangnam-do 660-701. (W) 055-751-7544, (WF) 055-751-7541, (C) 010-5738-8585, (H) 055-751-6614, Email: andrew_nicol@myrealbox.com, or ambagahawewa@gmail.com (for large files)

Earle Philadelphia, Secretary. Shilla University, Busan. (C) 019-542-0040, Email: earlefly@yahoo.com

Dr. Robert J. Dickey, Member-at-Large. Gyeongju University, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (WF) 054-748-2824, Email: rjdickey@content-english.org

Brad Serl, Member-at-Large. Pukyong National University, 599-1 Daeyon 3-dong, Nam-gu, Busan 608-737. (C) 011-1769-1989, Email: bradserl@fastmail.fm, ttbserl@hotmail.com

Cheongju Chapter Officers

Hye-Ran "Nicole" Kim, President. Chungbuk National University, Language Institute, Cheongju. (C) 019-9324-0818, Email: knowital@edunet4u.net

Eva Szakall, Vice-President & Secretary. (C) 016-862-3882, (H) 043-272-3883, Email: eszakall@hotmail.com

Hye-young "Pam" Lee, Treasurer. Korea Brainy English School, Bunpyeong-dong, Cheongju, (C) 010-3470-7749, Email: pampower@hotmail.com

Jean Paquette, Webmaster. Chongju National College of Science and Technology, Dept. of English, Cheongju. (W) 043-820-5248, (C) 019-803-3477, Email: jeanpaquette@yahoo.com

Daegu-Gyeongbuk Chapter Officers

Dr. Steve Garrigues, President. Kyungpook National University, Dept. of English Language & Literature, Sangyeok-dong, Buk-gu, Daegu 702-701. (H) 053-952-3613, (W) 053-950-5129, Email: sgarrigues@asia.umuc.edu

Fredrik Stark, Vice-President. Kyungnam University. (W) 055-249-2138, Email: frstark@mail.kyungnam.ac.kr

Dr. Joon-Keel Chae, Treasurer. Kyungpook National University. (W) 053-950-5279.

Julie Stockton, Secretary. Handong International School. Pohang, Gyeongsangbuk-do. (W) 054-260-3976, Email: julie_stcktn@yahoo.com

Jae-Young Jo, Library. Jung-Dong High School. (C) 016-521-8006, Email: jjyoung7@hotmail.com

Tae-Hee Kang, Council Member. Daewoo Electronics, Gumi, Gyeongsangnam-do. (W) 054-467-7744, (H) 054-974-9681, (C) 019-9177-5152, Email: tay4u@hanmail.net

Daejeon-Chungnam Chapter Officers

Aaron Jolly, President. Namseoul University, Foreign Language Institute, 21 Maeju-ri, Seonghwan-eup, Cheonan, Chungcheongnam-do, 330-707. (W) 041-580-2260, (C) 010-3115-6354, Email: jollyaaron7@yahoo.com.au

Stephannie White, Vice-President. Hoseo University, Asan, Chungcheongnam-do. (W) 041-560-8182, (C) 019-801-1739, (H) 041-534-1068, Email: Stephannie1969@yahoo.ca

Joy I. Garratt, 2nd Vice-President. Sunmoon University, Asan, Chungcheongnam-do. (W) 041-530-2477, (H) 041-552-9486, (C) 010-4414-2477, Email: jigarratt@yahoo.com

Tony Hunchul Joo, Treasurer. Daejeon. (H) 042-536-3769, Email: tonyhj@kornet.net, tonyhcj@hanmail.net

Deborah Tarbet, Secretary. Hoseo University, Dept. of English Lang. & Lit., 29-1 Sechul-ri, Baebang-myeon, Asan, Chungcheongnam-do, 336-795. (W) 041-560-8182, Email: deborahtarbet@hotmail.com

Gavin Peacock, Membership Coordinator. Sunmoon University, Galsan-ri, Tangeong-myeon, Asan, Chungcheongnam-do, 336-708. (C) 010-4768-9714, (H) 031-276-6984, Email: pac_market@yahoo.co.nz

David Deeds, Webmaster. Woosong University International, Daejeon. (W) 042-629-6606, (H) 042-625-5316, (C) 010-3146-6787, Email: daviddeeds@oddpst.com

Gangwon Chapter Officers

Chris Grayson, President. (C) 019-405-1393, Email: chrisgrayson_99@yahoo.com

Younnam Lee, Treasurer. Email: younnami@hotmail.com

Graham Specht, Membership Coordinator and Events Coordinator. Email: graham@tyndallhouse.org

Lance Kelly, Web Coordinator. Email: hojusaram@hotmail.com

Gwangju-Jeonnam Chapter Officers

Scott Jackson, President and Secretary. Gyeonggi-do Institute for Foreign Language Education, Pyeongtaek, Gyeonggi-do. (C) 010-2602-7720, Email: sjackson46@lycos.com

Tyrone E. Marsh, Vice-President and Treasurer.

Gwangju. (H) 062-673-4207, Email: InnerEnglish@gmail.com

Maria Lisak, Conference Committee Chair and GIC Liaison. Kunsan National University. Dept. of English Language & Literature, 68 Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4334, (C) 010-3144-4334, Email: kotesolmaria@yahoo.com

Josef Kerwin, Webmaster. Chodang University, Dept. of English, Muan, Jeollanam-do. (W) 061-450-1592, (C) 011-503-5693, Email: me2josef@hotmail.com

Dr. Yeon-seong Park, Advisor.

Chonnam National University, Gwangju. (W) 062-530-3645, (H) 062-261-9804, (C) 016-9601-9804, Email: pyspark@yahoo.com

Dr. David E. Shaffer, Advisor. Chosun University, English Language Dept., Gwangju. (W) 062-230-6917, (WF) 0505-502-0596, (C) 017-274-9181, Email: disin@chosun.ac.kr

Dr. Gyeonggu Shin, Advisor.

Chonnam National University, Dept. of English Language & Literature, Gwangju. (W) 062-530-3158, (WF) 062-530-3159, (H) 062-234-8040, Email: ggshin@chonnam.ac.kr

Dr. Joo-Kyung Park, Advisor. Honam University, Dept. of English Language & Literature, Gwangju. On sabbatical at Queensland University, Brisbane, Australia. E-mail: english58@hanmail.net

Perry B. Perry, Advisor. Honam Theological University and Seminary, 108 Yanggrim-dong, Nam-gu, Gwangju 503-756. (C) 011-9441-2588, (WF) 062-675-1552, Email: pbroe69@hotmail.com

North Jeolla Chapter Officers

Ingrid Zwaal, President. Jeonju National University of Education, English Ed. Dept., Jeonju, Jeollabuk-do. (W) 063-281-7198, (H) 063-284-2954, (WF) 063-281-0102, Email: scottietoy@hotmail.com

Miso Kim, Vice-President. Jeonju University. (W) 063-228-9010, (C) 018-616-7939, Email: misokim2003@yahoo.co.kr

Yong Woo (Kimmie) Kim, Secretary.

Jeonju University, International Education Center. (W) 063-220-2319, (C) 011-9453-5679, Email: ddalki1029@nate.com

Chinhi Lee, Treasurer.

Jeonju English Village, Jeonju. (W) 063-246-7909, (WF) 063-246-7910, (C) 018-616-6349, Email: chinhilee@hanmail.net

Phil Owen, Membership Coordinator.

Kunsan National University, Dept. of English Language & Literature. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: phil_owen_99@yahoo.com

Seoul Chapter Officers

Tory S. Thorkelson, President. Hanyang University, Seoul. (W) 02-2290-1712/1713, (C) 018-850-0778, Email: thorkor@canada.com, thorkor@hotmail.com

Joe Walther, Vice-President. Sookmyung Women's University, Seoul. (C) 010-6735-5283, Email: joe.walther@gmail.com

Frank Kim, Vice-President. Daechul Middle School, Seoul. (C) 019-838-9774, Email: lkihongkim20032@yahoo.com

Ksan Rubadeau, Treasurer. Gyeonggi-do Institute for Foreign Language Education, Pyeongtaek, Gyeonggi-do. (W) 031-680-3641, (C) 010-7145-7883, Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca

Mary-Jane Scott, Secretary. Soongsil University Language Center, Seoul. (W) 02-820-0774, (C) 011-9539-0098, Email: mjinkorea@gmail.com

Heather Grady, Membership Coordinator. Samsung Human Resources Development Center, Yongin, Gyeonggi-do. (W) 031-320-3037, (WF) 031-320-3018, (C) 010-8671-6008, Email: hjgrady@samsung.com, hj_girl99@hotmail.com

Matt Sahr, Webmaster. Pyeongtaek, Gyeonggi-do. (H) 031-681-5135, Email: mattsahr@yahoo.com

Sarah Sahr, Publicity Chair. Gyeonggi-do Institute for Foreign Language Education, Pyeongtaek, Gyeonggi-do. (W) 031-680-3640, (WF) 031-680-3633, (H) 031-681-5135, Email: sarahsahr@yahoo.com

Alex Pole, ASK Editor. Anyang University, Anyang, Gyeonggi-do. (W) 031-467-0916, (C) 016-823-2071, Email: alexpole@hotmail.com

Yun-Kyoung Kang, Workshop Coordinator. Sookmyung Women's University, Seoul. (W) 02-710-7700, Email: kang195@sookmyung.ac.kr

Bruce Wakefield, Workshop Coordinator. New Zealand Center for Education and Culture, Seoul. (C) 019-808-5332, Email: bruce_wakefield@hotmail.com, bruce@nzc.co.kr

Jennifer Young, Member-at-Large. Elite Educational Institute - Bundang, Seongnam City, Gyeonggi-do. (W) 031-719-4081, (C) 016-892-5991, Email: waegoogin@yahoo.com, jenniferteacher@gmail.com

Suwon-Gyeonggi Chapter Officers

Dr. Mijae Lee, President. University of Suwon, Dept. of English Language & Literature, 2-2 San, Wau-ri, Bongdam-eup, Hwaseong, Gyeonggi-do 445-743. (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (C) 010-9915-2007, Email: mjlee@suwon.ac.kr

Gye Hyoung Yoo, Treasurer. Yuljeon Middle School, Suwon, Gyeonggi-do. (W) 031-207-9235, (C) 010-4860-5863, (H) 031-251-5863, (WF) 031-207-8273, Email: egghead1@kebi.com

Herrie Lee, Secretary. Sukji Middle School, Suwon, Gyeonggi-do. (C) 017-321-3385, Email: heriqueen

@yahoo.co.kr

Seungwook Park, Outreach Coordinator. Jowon High School, Suwon, Gyeonggi-do. (C) 010-3062-3865, Email: alexpsw@hanmail.net

Shinhyung Lee, Membership Coordinator. Bibong High School, Hwaseong, Gyeonggi-do. (C) 018-272-5979, Email: 98hojuni@netian.com

Youngki Kim, Member-at-Large. Jeokseong High School, Paju, Gyeonggi-do. (C) 019-267-8793, Email: komat@hanmail.net

KOTESOL Departments

Special Interest Groups (SIG)

Research SIG

David D. I. Kim, Facilitator. (C) 017-273-6305, Email: kotesolresearchsig@yahoo.com, kdi.kim@utoronto.ca

Teacher Education & Development SIG

Kevin Landry, Facilitator. Hongik University, Jochiwon Campus, Jochiwon, Chungcheongnam-do. (W) 042-860-2692, (C) 016-373-1492, Email: lklandry@gmail.com

CALL SIG

Samuel Henderson, Facilitator. Pusan National University. (C) 010-2891-2699, Email: samueljhenderson@gmail.com

Young Learners SIG

Jason D. Renshaw, Facilitator. Ewha ALS Changwon, Changwon, Gyeongsangnam-do. (W) 055-267-6771, (C) 019-543-2506, Email: englishraven2003@yahoo.com.au

Writing & Editing SIG

Tyrone Marsh, Facilitator. Samsung Global Management Institute, Yongin, Gyeonggi-do. Email: innerenglish@gmail.com

Global Issues SIG

Jack Large, Facilitator. Seojeong College, Yangju, Gyeonggi-do (H) 031-949-2887, (C) 011-290-2887, gisig@jacklarge.net

Christian Teachers SIG

Heidi Vande Voort Nam, Facilitator. Chongshin University, Seoul. (H) 02-584-1984, (C) 010-3007-1984, Email: solagratiat1@hotmail.com

KOTESOL Teacher Training (KTT)

Maria Lisak, Coordinator. Kunsan National University, Dept. of English Language & Literature, 68 Miryong-dong, Gunsan,

Jeollabuk-do 573-701. (W) 063-469-4334, (C) 010-3144-4334,
Email kotesolmaria@yahoo.com

lklandry@gmail.com

Membership Data Services

Stephen Bew, Database Manager. Sookmyung Women's University, Seoul. (C) 010-4448-1205, Email: forstephen@gmail.com. **Send Membership Forms to (Fax) 0505-505-0596, Email: kotesolmem@yahoo.com**

Organizational Partner Liaison Services

Dr. Robert J. Dickey, Organizational Partner Liaison. Gyeongju University, School of Foreign Languages & Tourism, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (C) 016-834-0968, (H) 055-356-0968, Email: rjdickey@content-english.org

Website Services

Matt Sahr, National Webmaster. Pyeongtaek, Gyeonggi-do. (H) 031-681-5135, Email: mattsahr@yahoo.com

Maria Lisak, Website Content Manager. Kunsan National University, Dept. of English Language & Literature, 68 Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4334, (C) 010-3144-4334, Email kotesolmaria@yahoo.com

E-Newsletter Services

Kevin Landry. Hongik University, Jochiwon Campus. (W) 042-860-2692, (C) 016-373-1492, Email:

Korea TESOL Publications

Korea TESOL Journal

Dr. Hee-Jeong Ihm, KTG 2005-6, Editor-in-Chief. Seoul National University of Education, Dept. of English Ed., 161 Umyeon-ro, Seocho-gu, Seoul 137-742. (W) 02-3475-2549, (C) 016-638-5347, Email: heejihm@empal.com

Scott Jackson, KTG 2005, Managing Editor. Honam University, Gwangju. [See Gwangju-Jeonnang Chapter Officers section for contact details.]

Douglas Margolis, KTJ 2006, Managing Editor. International Graduate School of English, 449-11 Seongnae 3-dong, Gangdong-gu, Seoul, 134-847. (W) 02-6477-5127, (WF) 02-6477-5170, Email: dpm123@igse.ac.kr, margolis@hawaii.edu

Dr. David E. Shaffer, KTG 2005-6, Reviews Editor. Chosun University, Gwangju. [See National Officers section for contact details.]

KOTESOL Proceedings 2005

Jake Kimball, Supervising Editor. ILE Academy, Daegu. [See National Officers section for contact details.]

Dr. David E. Shaffer, Supervising Editor. Chosun University, Gwangju. [See National Officers section for contact details.]

The English Connection

Jake Kimball, Editor-in-Chief. ILE Academy, Daegu. [See page 4 for contact details.]

Dr. David E. Shaffer, Associate Editor. Chosun University, Gwangju. [See page 4 for contact details.]

2006 National Elections Call for Candidates Six National Council Leadership Positions

First Vice-President
Secretary
Conference Committee Co-chair

Second Vice-President
Treasurer
Nominations & Elections Committee Chair

We rely on volunteers like you to ensure that our organization thrives.

Contact Kevin Landry, Nominations & Elections Committee Chair: lklandry@gmail.com
For more information: <http://www.kotesol.org/elections/call2006.htm>

KOREA TESOL MEMBERSHIP INFORMATION

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

College students are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

People who are interested in the learning and teaching of English in Korea are also welcome to join, as regular members, even if they are not currently teachers or students.

Regular Membership: Annual dues are 40,000 won. Two-year dues are 75,000 won.*

Undergraduate Student Membership: Annual dues are 20,000 won.*

International Membership: Annual dues are US\$ 50.*

Lifetime Membership: Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership: See our website.

* **Period of membership:** 12 months from the month of application to the 1st day of the 12th month following that date.

* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

We need your feedback, active participation, and help! Join us!

www.kotesol.org
Email: kotesol@asia.com

Online Membership Application

Tired of faxing or emailing membership applications?

New membership application and renewals can now be made online at:

<http://www.kotesol.org/forms/memberform/>

World Calendar

Compiled by Jake Kimball

Conferences

Mar 10-11 '06 2006 International Conference and Workshop on TEFL and Applied Linguistics: "Language Teaching in the 21st Century: Trends, Policy, and Needs," Ming Chuan University Taiwan. (Email) hhj@mcu.edu.tw.

Mar 15-19 '06 TESOL 2006 "Daring to Lead." Tampa Bay, Florida, USA. (Web) www.tesol.org

Apr 8-12 '06 40th International Annual IATEFL Conference, Harrogate, Yorkshire, UK. (Web) www.iatefl.org

Apr 22-23 '06 National Chung Cheng University, 2006 International Conference on English Instruction and Assessment, Chiayi, Taiwan. (Email) admada@ccu.edu.tw (Web) http://www.ccunix.ccu.edu.tw/~flcccu/

May 8-10 '06 The 6th Malaysia International Conference on English Language Teaching: "Achieving Tangible Standards: Benchmarks & Best Practices in English Language Teaching." Hotel Equatorial Melaka, Melasia. (Email) micelt2006@yahoo.com (Web) www.micelt.com.my

May 31-Jun 10 '06 Malaysian English Teaching Association (MELTA) 15th Conference: "Reading & Writing: Preparing ESL Learners for the Real World." **May 31-Jun 1** Awana Kijal Resort Hotel,

Kemaman, Terengganu; **Jun 5-6** Sheraton Subang Hotel and Towers, Subang Jaya, Selangor; **Jun 9-10** Merdeka Palace Hotel, Kuching, Sarawak. (Email) melta@tm.net.my (Web) www.melta.org.my

Jun 7-9 '06 Academy of Language Studies, Universiti Teknologi MARA, "Passion and Preferences in English Language Teaching, Learning and Research," Shah Alam, Selangor, Malaysia. (Email) My_CASELT@salam.uitm.edu.my (Web) http://www3.uitm.edu.my/apb/mycaselt

Jun 22-24 '06 FEELTA 2006 Conference: "Best Practice in ELT," Birobidjan State Pedagogical Institute, Birobidjan, Jewish Autonomous Region, Russia. Contact Prof. Larisa Belichenko, Russia, (Email) ryanyama@hcc5.bai.ne.jp (Web) http://www.dvgu.ru/rus/partner/education/feelta/Practice.htm


Aug 18-20 '06 Asia TEFL: "Spreading Our Wings: Meeting TEFL Challenges." Fukuoka, Japan. (Email) AsiaTEFL@2-mail.com (Web) http://www.asiatefl.org/index.html

Call for Papers Deadline: March 15.

Nov 2-5 '06 JALT 2006: "Community, Identity, Motivation." Kitakyushu International Conference Center, Kokura, Kitakyushu City, Fukuoka Prefecture, Japan. (Email) jalt@gol.com (Web) http://jalt.org/

Call for Papers Deadline: April 28.

Submissions

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

2006 Asia TEFL International Conference

Spreading Our Wings: Meeting TEFL Challenges



Seinan Gakuin University
Fukuoka, Japan
August 18-20, 2006

Email: asiatefl@asia.com

Web: www.asiatefl.org

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993, Amended October 1996, March 1998)

I. Name. The name of this organization shall be Korea TESOL (Teachers of English to Speakers of Other Languages), herein referred to as KOTESOL. The Korean name of the organization shall be 대한영 어교육학회.

II. Purpose. KOTESOL is a not-for-profit organization established to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea. In pursuing these goals KOTESOL shall cooperate in appropriate ways with other groups having similar concerns.

III. Membership. Membership shall be open to professionals in the field of language teaching and research who support the goals of KOTESOL. Nonvoting membership shall be open to institutions, agencies, and commercial organizations.

IV. Meetings. KOTESOL shall hold meetings at times and places decided upon and announced by the Council. One meeting each year shall be designated the Annual Business Meeting and shall include a business session.

V. Officers and Elections. 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments. This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004, Oct. 2005)

I. Language. The official language of KOTESOL shall be English.

II. Membership and Dues. 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers. 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The First and Second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee, and shall be responsible for planning, developing,

and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council. 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

5. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

6. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees. 1. There shall be a National Program Committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publications Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election.

VI. Chapters. 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. All Chapter Officers must be current KOTESOL members.

4. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority. The rules contained in *Robert's Rules of Order, Newly Revised* shall govern KOTESOL in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits. An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments. The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.