THE ENGLISH CONNECTION

Creating Learner Engagement in Tasks

By Bill Snyder

Despite recent interest in both task-based approaches to language teaching and the role of motivation in language teaching, little attention has been paid to task-based motivation by researchers (Dornyei, 2005). One approach that has drawn interest is the application of flow theory (Csikszentmihalyi, 1997) to exploring learner engagement in tasks in the language classroom (Alperer, 2005; Egbert, 2003; Tardy & Snyder, 2004). The exploration of flow in the classroom has suggested properties of tasks, learner roles, and teacher roles that can promote greater learner engagement and lead to greater motivation and learning.

KOTESOL
대한영어교육학회

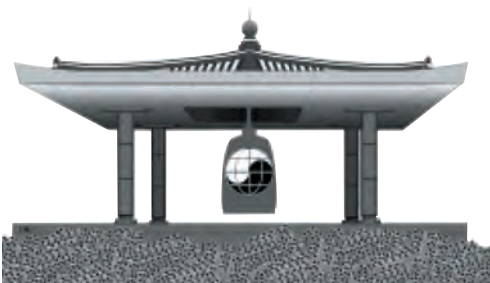### *What's Inside?*

Super Action in Class
Sarah Sahr

Teacher Expertise
Glenn Hadikin

Graded Grammar
Ksan Rubadeau

Listen Up!
Roxanne Silvaniuk

Educating, Not Entertaining
Jake Kimball

June 2006

Email us at KOTESOL@asia.com

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

TESOL

TESOL International Summer Academy 2006

Continuing Education Workshops for ELT Professionals Worldwide

Sookmyung Women's University
Seoul, Korea

July 29-30, 2006

Featuring:

David Nunan   Richard Day
Mark Helgelsen   Caroline Linse

SOOKMYUNG WOMEN'S UNIVERSITY   KOTESOL

www.kotesol.org

THE ENGLISH CONNECTION

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

KOTESOL

Contents

THE ENGLISH CONNECTION

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

Melanie van den Hoven (*Culture Corner*)
Email: melanie.vandenhoven@gmail.com

Sarah Sahr (*Teachniques*)
Email: sarahsahr@yahoo.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

Copyediting: Louisa T.C. Kim

Advertising
Dr. Robert J. Dickey, OP Liaison
(C) 016-834-0968
Email: rjdickey@content-english.org

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

What a Spring!

What a busy spring we have had here at KOTESOL - especially when it comes to professional development. Starting off the season was the North Jeolla Conference that was held on the 8th of April, followed by the Gwangju-Jeonnam Conference on the 15th. Both of these events served our members well in their respective areas of the southwest, and I am particularly appreciative of the dedication shown by their conference committees.

On the 13th of May, we saw our first KOTESOL National Conference take place at Hoseo University in Cheonan, Chungnam, with the Daejeon-Chungnam Chapter as our host chapter. It was an exceptional conference with invited speakers including Professor Paul Nation of Victoria University of Wellington, New Zealand, David Paul from David English House, Japan, and our own International Conference Co-chair, Gye Hyoung Yoo. It was a beautiful, sunny day, starting with an opening ceremony to pronounce the start of the conference. I am thankful that Dr. Mi-ra Hahn, representing the president of Hoseo University, was able to share her congratulatory

President's Message

remarks with us. Over 50 presentations were given, and as usual, they were of high standards. At the closing ceremony, I remarked that the success of a conference isn't based solely on the number of attendees; it is also gauged by how satisfied the attendees are at the end of the day. Judging by the enthused cries I heard after asking if they were satisfied, if they could go home and say to themselves "What a great day," I can say that the National Conference was a huge success. You will find a more detailed report inside these pages.

By the time you read this message, the Seoul Chapter Regional Conference and the joint Daegu Chapter - Kyungpook National University Conference will have taken place on the 27th of May and the 3rd of June, respectively. These two conferences are further, commendable examples of the devotion of our chapter executives to coordinate and provide events for our members to aid in your professional development. Kyungpook National University celebrates its 60th year this year, and I would like to take this opportunity to send them my sincere congratulations and best wishes as they mark their achievements.

With summer fast approaching, the TESOL Summer Academy, scheduled for the 29th and 30th of July at Sookmyung Women's University, is just around the corner. Remember that places are available on a first-come, first-served basis and only 37 seats are offered per workshop. If you want to attend an exciting weekend that includes Richard R. Day, Marc Helgesen, Caroline Linse, and David Nunan, register now to ensure you have a place. Further information and the on/offline registration forms can be found at http://www.tesol.org/tesolisa. I hope many of you will attend.

Louisa T.C. Kim
Korea TESOL President

During the busy spring, not only did we have many conferences, KOTESOL's Special Interest Groups have also been active, thanks to many eager and dedicated members! Three new SIGs have started in the last couple of months. They include the ELT Leadership and Management SIG, facilitated by Brett Bowie; the Vocabulary Acquisition SIG, facilitated by Kevin Parent; and the Spirituality in ESL SIG, facilitated by Greg Brooks-English. I am sure that these SIGs, together with our previous seven, will provide a greater variety of support to your particular teaching needs. "Thank you" to our new facilitators for sacrificing your time and energy to better serve our English teaching community.

KOTESOL's next main event is our annual International Conference, to be held on the 28th and 29th of October at Sookmyung Women's University. The call for presentations is currently open, so be sure that you do not miss this chance to present your ideas at Korea's biggest language conference by submitting your proposal now. We are also looking for volunteers to help with the preparation and planning of the Conference, if you have enthusiasm and drive to contribute to an excellent conference, then we want you on our conference committee!

My best wishes for a great summer and an invigorated mind for the new semester!

THE ENGLISH CONNECTION

Contributor Guidelines

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

Feature Articles: These should be 1,500-2,500 words in length and should present novel ESL/EFL methodology, classroom practice, materials design, teacher education, or inquiry and research applicable to this publication's readership.

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

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

Reviews: Reviews of books and other teaching materials should be no more than 500 words in length. Submissions should be of recently published materials not previously reviewed in a Korea TESOL publication.

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

The Korea TESOL Journal

CALL FOR PAPERS

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

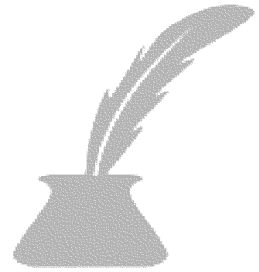### Inquiries / Manuscripts to:

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

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

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

A Sensational Summer Read

Many readers may be off to exotic locales for their summer vacation, perhaps to enjoy a restful beachfront hiatus. However, if you are planning on remaining here for the summer, please join me on a vicarious vacation of our own. I am imagining a splendid sunny day, a stocked ice chest, sunlight glistening on breaking waves, an iPod playing *In the Summertime*, a Frisbee, a tube of Sunblock 60, and soft sand nestled between tanning toes. You may be thinking that I have *The Da Vinci Code* within easy reach. Wrong. I have my copy of *The English Connection*! And hope you will have yours, too!

For Your Summer Reading Pleasure

- Our feature article for June, "Creating Learner Engagement in Tasks," is brought to you by Dr. Bill Snyder. The idea of "flow," of being engaged and engrossed in a task, is the concept being investigated. Also, in *Chapters in History*, Dr. Lee Mijae introduces us to Suwon Chapter, where she has been president for most of the period since its inception in 1999. Like each of KOTESOL's local chapters, Suwon has its own history and unique character.
- National President Louisa Kim starts the June issue off with the *President's Message*. Melanie van den Hoven, our *Culture Corner* columnist, brings us more about culture, this time illuminating the "big C" and "little c" of culture. In *Members' Forum*, Michel Trottier responds to a previous *Action Research* article and asks readers to reconsider the complementary roles of qualitative and qualitative research methods. Kevin Landry's colorful portrait shines in *Spotlight*. Dr. Andrew Finch offers sound advice for using questionnaires in *Action Research*. Glenn Hadikin returns to write *Professional Development* and inquires about the nature of expertise in teaching, noting that many years of service in the field does not necessarily equate to being an "expert." Ksan Rubadeau highlights grammar through extensive reading in *Grammar Glammar*. And in *Word Whys*, Dr. David Shaffer writes about the origin of words and how we coin, borrow, modify, and abbreviate words to suit our needs.
- Tips for educating, and not merely, entertaining is the subject of Jake Kimball's *Young Learners* column. In *Writing Right*, Tasha Troy writes about a role-play activity designed to get your whole class creatively involved in the writing process. Storytelling is the focus of *Training Notes*, with Doug Margolis offering suggestions for revitalizing this oral tradition. Mike Duffy contributes a relatively timely article on World Cup clauses. Roxanne Silvaniuk pens two articles for us: first, a book review of *Integrating EFL Teaching* and *Assessment in Korea* written by Andrew Finch and Dongil Shin, and second, *Web Wheres*, featuring a web site for improving listening skills.
- Regarding events, KOTESOL has been in high gear. Our National Conference in Cheonan was held on May 13; Joy Garratt give us that report. Earlier this spring, KOTESOL sent representatives to the 2006 TESOL Convention in Tampa, Florida, and the IATEFL Conference and Exhibition in Harrogate, England. Allison Bill and Robert Dickey report from their respective perspectives. Allison also updates us on progress being made in preparing for KOTESOL's 2006 International Conference. *'Round and About KOTESOL* details members' recent achievements. And in other KOTESOL news, read *KOTESOL In Action* for local chapter and Special Interest Group reports. The *KOTESOL, Corea,* and *World Calendars* are also updated for your perusal. They contain dates of known ELT conferences and events, including calls for papers. There are also announcements that may interest you. Read and enjoy. I just can't wait for that relaxing respite at the beach!

Learner Engagement and Flow

Learner engagement refers to the learner's level of affective involvement in the learning process, which in turn affects learning, motivation, and self-regulation. More complete engagement in tasks results in greater learning (Csikszentmihlayi, 1997; Dornyei, 2001b; Hulstijn & Laufer, 2001; Levin, 1981; Shallert, Reed, & Turner, 2004). The level of engagement in a classroom task may effect not only motivation for that task, but also motivation for the language course as a whole and for learning the language altogether (Vallerand, 1997). Engagement also provides a way to explore the development of self-regulation and autonomy in learners (Shallert et al., 2004).

> *More complete engagement in tasks results in greater learning.*

Engagement arises from the interaction of the learner with the task. The extent to which any task affords opportunities for engagement depends on the extent to which the task is matched to the learner's abilities (Chapelle, 2001, 2003). Tasks do not inherently carry any particular level of engagement. Instead, the level of engagement is the experience of the individual learner in relation to the task they are performing. In any classroom, we may expect learners performing the same task to have different levels of engagement because of individual differences in their personalities, other levels of motivation, and their learning purposes, among other variables.

Engagement is problematic for teachers not only because it is individual but also because it may be hidden.

> The degree of . . . involvement, however, is not always easily observable. A student may take appropriate notes, carry out written exercises, and express interest. This participation is overt and observable. It is possible for another student to be equally involved and highly interested, yet in a manner that is covert and not easily observed. This second student follows the teacher's explanations, relates them to what he or she already knows, and figures out solutions to particular exercises. Overt (observable) and covert (unobservable) types of involvement in learning both manifest active learning. (Levin, 1981, p. 1)

This covert engagement may only be discovered through inquiry into students' psychological states. An additional problem is that engagement may be feigned by students to avoid punishment or other negative consequences.

Lower levels of engagement in the classroom may be a special concern in EFL environments such as Korea.

Many students here are taking English as a requirement, not because they want to. This lack of general motivation may manifest itself in disengagement from activities in the classroom. In this situation, it becomes especially important for classroom tasks to be engaging because if the tasks do engage students, they may become more motivated generally for learning English.

Flow theory is an account of engagement built from both observation of behavior and inquiry into psychological states. Csikszentmihalyi (1997) describes flow as a mental state of total involvement in an activity, an optimal experience which "makes for excellence in life" (p. 32). Flow is most likely to arise when an activity has "a clear set of goals that require appropriate responses" (p. 29), provides immediate, relevant feedback on success in meeting those goals, and is challenging enough in relation to the participant's skills to be just manageable. When these conditions are met, the participant's "attention becomes ordered and fully invested" (p. 31) in the activity. This focus excludes self-consciousness and other distractions, including possibly a sense of time.

In the long term, the experience of flow drives learning

> *Engagement arises from the interaction of the learner with the task.*

and promotes autonomy. In order to continue to experience flow in an activity, a person must continuously set new goals and rise to new challenges demanding greater levels of skill in the activity. When a person experiences flow in an activity, that activity "becomes worth doing for its own sake" (p. 32), not for some externally imposed purpose. People who have experienced flow in some activity will return to do it again of their own volition. It is in this sense that Deci and Ryan (1985) speak of flow as "the archetypical intrinsically motivated experience" (p. 155).

Flow in Language Learning

Recent research on learners' (Alperer, 2005; Egbert, 2003) and teachers' (Tardy & Snyder, 2004) experiences in the language classroom has demonstrated the value of using flow to examine engagement in the classroom. Aspects of task such as the use of technology, provision of choice, and interactiveness were shown to impact the level of learner's engagement in the tasks they were involved in. Teachers also linked opportunities for authenticity in communication and increased student control of tasks to the occurrence of flow in the classroom.

In her study of flow in a Spanish class, Egbert (2003) found that tasks involving computer-assisted language learning (CALL) produced higher levels of engagement than the other tasks she looked at in her study.

However, she minimized the importance of technology itself and pointed instead to the pedagogical opportunities associated with it as creating its effect on learner engagement. "Computer tasks support flow not only because they include tasks . . . that have been found to promote flow but also present a way for users to experience optimal levels of challenge and control" (p. 563). Egbert's computer-based tasks, which included email and chat activities, provided appropriate and timely feedback to learners. It is also

Flow drives learning and promotes autonomy.

important to note that the task producing the highest level of engagement was the chat task in which the students had the most control over the content of their interactions.

Alperer's (2005) study looked at 19 tasks in an EFL writing class, examining the impact of choice provision and interactiveness on student engagement using the same flow framework as Egbert. Choice provision referred to whether students had some options to select from in performing the task or not. The choices could be either assigned by the teacher or generated by the students in the process of doing the task. Interactiveness referred to whether the tasks were done by students individually, in groups, or as a whole class. Alperer found statistically significant effects for both choice provision and interactiveness on learner engagement. When choices for learners, whether determined by the teacher or the students, were provided in the design of the task, learners showed more engagement than when no choice was available in the design of the task. Group work was more engaging than either individual or whole class work, and individual work was more engaging than whole class work.

Chris Tardy's and my research (2004) on teacher's experiences of flow in their work pointed out the importance of authenticity in interaction in learner engagement. Csikszentmihalyi (1997b) has suggested that there is a link between teachers' experience of flow in their work and students' engagement in the overall learning process. The Turkish university teachers we interviewed pointed to their students' learning as an important part of their own experience of flow in the classroom. And they saw learning taking place when students were able to become fully engaged in authentic interactions in the classroom. The teachers reported the deepest level of engagement on the part of their students and themselves when students were able to take over the task from them and they were free to hand over such control to the students. When this occurred, students were able to personalize the task to reflect their own interests.

Implications for Practice
The language learning task is increasingly emphasized as the focus of pedagogical practice today (Ellis, 2003). Learners meet the language we expect them to learn through the tasks we assign in the classroom. For learners to gain the most from the tasks we assign, they must be engaged in them. For this to happen, tasks must be designed and implemented with engagement in mind. Flow theory and the research done on application of it in language teaching discussed above have implications for task design, learner roles, and teacher roles that may help us promote learner engagement in our classes.

Task Design and Implementation
Flow theory and the results of the studies presented above suggest changes in how tasks are designed and presented in order to promote greater learner engagement. Task design should emphasize choice and interactiveness for students. Task implementation should focus on making sure that the purposes of tasks are clear and that students receive enough support so that the task is manageable for them.

Choice can be provided in task design and implementation in many ways. At the simplest level, students may be offered a choice in terms of the ordering of tasks to be done in class ("Do you want to do the reading or the grammar exercise first?"). Choices can also be offered in how students do some exercises, such as giving them the option to work in groups, if they want, on some tasks that might normally be done individually or letting students choose their partners for pair and group work on some occasions. Choice can also be embedded in the design of a task, such as providing more than one topic for discussions or writing assignments. If discussions are held in small groups, then all students may get the chance to realize their choice in such situations. In project-based or content-based instruction classrooms, students may have even greater choice over the actual content of material they will be learning through. Giving students choice (and control) over content may

Tasks must be designed and implemented with engagement in mind.

have the added advantage of making tasks reflect the students' interests, which will make the work students are doing more likely to engage them.

Increasing interactiveness will generally mean revising traditionally whole class or individual activities to pair or group work. For example, instead of having students work individually on an exercise and then going over it as a whole class, a teacher may have students work in groups in completing the exercise. Then, the students can compare their answers either across groups (either by mixing people into new groups or by combining groups if they are small) or with a summary supplied by the teacher (either on a separate handout, wall

poster, transparency, or written on the blackboard). Finally, the whole class can be brought together only to discuss those items which are still unclear for students. Approaching the task this way can raise engagement by promoting interactiveness; it may also increase motivation by promoting cooperation among students and boosting their confidence when they see how much they accomplished together (Dornyei, 2001a). Lastly, by having the final whole class interaction focus only on those items which remain problematic, students may be more likely to focus their attention and be more engaged on items which are interesting to them because of the challenge in them, and which they still need to learn.

Teachers who are able to take advantage of technology may find that one of the real strengths of CALL is that it allows the design of tasks that include a variety of choices for learners. The choices can allow students to control the level of challenge in the activity, making it manageable for them and increasing their engagement. Computer-mediated communication tasks, such as chat, are inherently interactive, but even tutorial tasks done on the computer can be interactive if students are allowed to work together on the tasks.

Teachers may object that what I have written above could create chaos in the classroom - students interacting in L1, going off-topic, or simply not focusing on the work at hand. Flow theory supports the idea that tasks should be designed with clear goals that are known to the learners in order to engage them most effectively in any task. While it may not be possible to prevent all outbreaks of disengagement, explaining to students why they are doing a task and what they can learn from it, and giving them roles and responsibilities

Engagement is at the heart of learning.

when working in groups can all help students focus their attention and meet task goals more successfully (Dornyei, 2001a).

Conclusion: Changing Learner and Teacher Roles

Following the ideas presented above to increase learner engagement in classroom tasks will require changes in learner and teacher roles. Learners will need to become more independent and able to manage their own learning. Teachers will have to move from a focus on transferring information to helping learners develop the capacity to manage their own learning. While it will be important for teachers to develop their skills as task designers in order to provide the classroom environment I have described above, it will not be enough merely to provide choices and explanations and to make tasks more interactive. Learners who are not used to making choices on their own will need training

in how to make good decisions about their learning. Engagement is at the heart of learning. Preparing teachers to engage students in tasks in the classroom will help us move to new forms of interaction and increase motivation for language learning.

References

Alperer, S. (2005). *The impact of choice provision on students' affective engagement in tasks: A flow analysis.* Unpublished master's thesis, Bilkent University, Ankara, Turkey.

Chapelle, C.A. (2001). *Computer applications in second language acquisition.* Cambridge: Cambridge University Press.

Chapelle, C.A. (2003). *English language learning and technology.* Amsterdam: John Benjamins.

Csikszentmihalyi, M. (1997a). *Finding flow: The psychology of engagement with everyday life.* New York: Basic Books.

Csikszentmihalyi, M. (1997b). Intrinsic motivation and effective teaching: A flow analysis. In J.L. Bess (Ed.), *Teaching well and liking it: Motivating faculty to teach effectively* (pp. 72-89). London: The Johns Hopkins University Press

Deci, E.L., & Ryan, R.M. (1985). *Intrinsic motivation and self-determination in human behavior.* London: Plenum Press.

Dornyei, Z. (2001a). *Motivational strategies in the language classroom.* Cambridge: Cambridge University Press.

Dornyei, Z. (2001b). *Teaching and researching motivation in language learning.* London: Longman.

Dornyei, Z. (2005). *The psychology of the language learner.* London: Lawrence Erlbaum.

Egbert, J. (2003). A study of flow theory in the foreign language classroom. *The Modern Language Journal, 87,* 499-518.

Ellis, R. (2003). *Task-based language learning and teaching.* Oxford: Oxford University Press.

Hulstijn, J., & Laufer, B. (2001). Incidental vocabulary acquisition in a second language: The construct of task-induced involvement. *Applied Linguistics, 22,* 1-26.

Levin, T. (1981). *Effective instruction* (with Ruth Long). Alexandria, VA: The Association for Supervision and Curriculum Development.

Schallert, D.L., Reed, J.H., & Turner, J.E. (2004). The interplay of aspiration, enjoyment, and work habits in academic endeavors: Why is it so hard to keep long-term commitments? *Teachers College Record, 106,* 1715-1728.

Tardy, C.M., & Snyder, B. (2004). "That's why I do it": Flow and EFL teachers' practices. *ELT Journal, 58,* 118-128.

Vallerand, R.J. (1997). Toward a hierarchical model of intrinsic and extrinsic motivation. In M.P. Zann (Ed.), *Advances in experimental social psychology* (pp. 271-360). New York: Academic Press.

The Author

Bill Snyder *now teaches in the joint Hanyang-Oregon TESOL certificate program at Hanyang University, after previously teaching in Korea, Turkey, and Armenia. Dr. Snyder's research interests include learner and teacher motivation, and non-native speaker teacher issues in TESOL. Email: wsnyder7@ gmail.com*

KOTESOL Kalendar

Compiled by Jake Kimball

Conferences

June 2, '06 Kyungpook National University and Korea TESOL: "Globalization and Foreign Language Education." Kyungpook National University Language Institute, Daegu. (Email) sgarrigues@asia.umuc.edu

July 29-30, '06 2006 TESOL International Summer Academy, Continuing Education Workshops for EFL Professionals Worldwide. Sookmyung Women's University, Seoul. (Web) http://www.tesol.org/ Click "Professional Development," then "Conferences and Events," then "TESOL Academies." **Pre-registration Deadline**: June 30.

Oct 28-29 '06 The 14th Korea TESOL International Conference: "Advancing ELT: Empowering Teachers, Empowering Learners." Sookmyung Women's University, Seoul. (Email) KOTESOL2006 @gmail.com (Web) http://www.kotesol.org/ conference/2006/ **Call for Presentations Deadline**: June 30.

Calls for Papers

Ongoing. Korea TESOL Journal, Vol. 9. (Email) Douglas Margolis at Margolis@hawaii.edu, Margolis@igse.ac.kr

Chapter Meetings/Workshops

1st Saturday of the month Daegu-Gyeongbuk, Daejeon-Chungnam, and Gangwon Chapters.
2nd Saturday of the month Gwangju-Jeonnam and North Jeolla Chapters
3rd Saturday of the month Seoul and Suwon-Gyeonggi Chapters.
4th Saturday of the month Busan-Gyeongnam Chapter.
Last Saturday of the month Cheongju Chapter.

▪ For monthly meeting details, check individual chapters' event schedules at: www.kotesol.org/chapters.shtml

Corea Calendar

Compiled by Jake Kimball

Conferences

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, Korea. Contact Nak Seung Baek, (Email) paalkorea@yahoo.co.kr (Web) http://paal.or.kr

Oct 27-28, '06 Applied Linguistics Association of Korea International Conference: "Exploring Second Language Classrooms." Korea University, Seoul. (Web) http://www.alak.or.kr/ **Call for Papers Deadline**: June 20.

Nov 4, '06 The 2006 PKETA International Conference: "Emerging Issues in TEFL Research and Practice." Tongmyong University, Busan. (Web) http://www.pketa.org/

Nov 18, '06 KAMALL Annual Conference: "Graded Instruction and Multimedia-Assisted Language Learning." Hankuk University of Foreign Studies, Seoul. (Email) englishnet@cau.ac.kr (Web) http://www.kamall.or.kr/ **Presentation Title Submission Deadline**: May 30.

Dec 16, '06 The Korea Association of Foreign Languages Education: "Recent Trends and Future Directions in Developing Foreign Language Materials." Korea Institute of Curriculum and Evaluation (KICE), Seoul. (Web) www.kafle.or.kr **Call for Papers Deadline**: June 30.

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

Suwon Chapter: ELT Hub

By Mijae Lee

On the afternoon of April 15, 2006, a gratifying audience of approximately 100 English teachers gathered for the 49th meeting of the Suwon-Gyeonggi Chapter of KOTESOL. They had come to the University of Suwon for a presentation by Prof. Peter Kipp, entitled "Intercollegiate Debate: Classroom and Student Activity Models." It was a great meeting in which the audience involved themselves very actively with the presenter and with each other in fervent, yet positive, interaction. It was a moving experience. After the presentation, the officers and active members of the audience gathered for a group picture (see below). This event provided a good reference point from which to reflect on the Chapter's past and birth.

In the formation and development of the Suwon-Gyeonggi Chapter, I would like to especially mention four individuals who have been of great assistance: Dr. Steve Garrigues, Daegu-Gyeongbuk Chapter President; Mr. Janghun Choi, former Director of the Gyeonggi Institute for Foreign Language Education (GIFLE) in Pyeongtaek; Mr. Poyeol Ryu of the Gyeonggi Provincial Office of Education, who gave us outstanding help; and Dr. Boyce Fradsham, who served as Vice-President from the beginning to 2003 when he returned to Canada.

First, Dr. Garrigues invited me to present at his chapter's meeting in the spring of 1998. It was there that I talked with him about establishing a new chapter in Suwon. He was highly supportive and sympathetic in advising and encouraging me. He was my inspiration in founding the Chapter. Due to his support, I joined KOTESOL and acquainted myself with what it had to offer by participating in the National Conference at Kyunghee University in October of that year and by presenting at the PAC2 / KOTESOL Conference in October, 1999. In-between, I gave several presentations at Daejeon, Seoul, and Busan Chapters. After familiarizing myself with the inner workings of

Suwon-Gyeonggi Chapter members attending their 49th chapter meeting on April 15th.

KOTESOL and liking what I saw, Suwon Chapter appeared in *The English Connection* for the first time in November, 1999, with me named as President and the only officer. Suwon Chapter had sprouted from a seed. By spring, a full roster of officers had been finalized, and the Chapter began to bloom. At this crucial time, Prof. Douglas Margolis, Seoul Chapter President, was a

Chapters in History
Series Editor: David E. Shaffer

good partner in helping both chapters to grow. In all, we held four joint conferences with Seoul Chapter in our early years. In two short years after foundation, the chapter name was changed from "Suwon" to "Suwon-Gyeonggi," to represent our Chapter's expansion.

The second individual who I would like to acknowledge is Mr. Janghun Choi. While he was Director of GIFLE, he lent support to our Chapter to make a dream come

Founded in the autumn of 1999.

true - the dream of holding a KOTESOL conference at the University of Suwon. Under the theme "Reflecting on ELT in Korea," 350 teachers gathered at the University on May 18, 2002 - more than 100 of them coming from GIFLE. The University of Suwon provided handsome support in the form of free use of the facilities, free signage, and free lunches for all. It was mainly through the success of this conference that Suwon KOTESOL became known as a hub for English teaching in Gyeonggi Province. This was the fourth of our joint conferences with Seoul Chapter, the previous three being held in Seoul at Sookmyung Women's and Sungkyungwan Universities.

In the same year as our fourth conference and the following year, we made good use of the media in publicizing the international conference as well as our Chapter. I initiated contact with Arirang TV, which then reported on our conference on their nightly news and featured short interviews. *The Korea Times* and *The Korea Herald* also ran articles on KOTESOL, the international conference, and our Chapter. I must also mention our Chapter's relationship with Gyeonggi English Teachers Association (GETA) and its presidents, Gyunhyon Suh and Jaehyon No, with whom we held two joint conferences in May and July, 2004. These joint conferences were followed by our

first solo conference on November 19, 2005. Under the theme "Commitment to Diversity in EFL English Education," twelve presentations in concurrent sessions were offered while we had the honor of featuring two plenary speakers, Dr. Ikjung Whang, Director of NEST Management at the Gyeonggi Provincial Office of Education, and Dr. Robert Dickey, past president of KOTESOL. This was possible only through Mr. Choi's unwavering encouragement and advice to forge a close relationship with the Gyeonggi Office of Education.

The third influential person in growing our Chapter was Mr. Poyeol Ryu, now Vice-Principal of Suwon Susung High School. When he was a supervisor for the

Supported by the provincial office of education and teacher training center.

Office of Education, he never hesitated to send out formal announcements of our Chapter meetings to English teachers in every corner of the province. After him, Mr. Taesuk Kim, now Shinjang High School Principal; Mr. Sunkwon Jung, now Sungnam Foreign Language High School Principal; and Mr. Heebong Kang followed in blazing the trail for the betterment of English education. My tie with the Gyeonggi Office of Education, as a supervisor myself, has helped make the relationship between our Chapter and the Office of Education a solid one.

The fourth person of merit was Dr. Boyce Fradsham, who served as Vice-President from the beginning until 2003. He was always present at meetings, and made presentations and publicized KOTESOL and our Chapter to local English teachers. Prof. Vernon Moors, a poet and novelist, was our interim president from

May to July 2001, until he relocated to a job in Busan. Also, Prof. Scott Miles, Vice-President for three years, 2003-05, was a great donator of his valuable time and passion to our Chapter. All the invited presenters to our Chapter, including Prof. Peter Kipp, Dr. David Shaffer, Prof. Kilbride, Prof. Kevin Landry, Prof. Gabrielle, and Prof. Zora, as well as several school principals always sitting in the audience with their English teachers, have provided real nourishment for the growth of our Chapter into what it is today. In addition, we have been fortunate to have several University of Suwon undergraduate students volunteer each year to prepare the facilities for the Chapter meetings and clean up afterwards.

Very instrumental in making our Chapter strong have also been our chapter officers both past and present. The format of our meetings, I believe, has also contributed to chapter growth. Meetings are scheduled for 3:00 to 5:20 pm at the University of Suwon. After the two one-hour presentations, twenty minutes are always set aside for formal discussion and debate, which is often quite lively and enjoyed by all. Very importantly though, between the presentations and before they begin, time is allotted for attendees to mingle over refreshments for networking and socializing. After the meeting, the customary dinner follows for all who are a part of the Suwon hub of English language teaching.

Dr. Mijae Lee is a Professor of English at the University of Suwon. In addition to founding the Suwon-Gyeonggi Chapter, she has been its President for much of its seven-year existence. She is also very active in teacher training as a supervisor with the Gyeonggi Provincial Office of Education. Email: mjlee@suwon.ac.kr

’Round & About KOTESOL

February 24. Heebon Park-Finch (Daegu-Gyeongbuk Chapter) was awarded a PhD in English Literature. Majoring in Modern British Drama, her dissertation is entitled "Postmodern Aesthetics in Tom Stoppard's Comedy of Ideas." She credits her husband Andy's support as being crucial to her accomplishment. At the same time she has decided to move from an administrative position in the language center at Kyungpook National University to a teaching position in the KNU Department of English Language and Literature.

March 15-18. Allison Bill (Intnl. Conference Chair; North Jeolla Chapter) flew in through the fog to Tampa, Florida, to attend the 2006 TESOL Convention as KOTESOL's Affiliate Representative. She took part in the Affiliate Leaders' Workshop, attended the Affiliate Assembly, setup the KOTESOL display, and dined with the new TESOL President. (For details, see Allison's TESOL 2006 report in this issue.)

April 8-12. Dr. Robert Dickey (OP Liaison; Busan-Gyeongnam Chapter) journeyed to Harrogate, England, as the KOTESOL representative to the 40th Annual IATEFL Conference. He participated in discussions with 35 other Associate organizations, encouraged several publishers and schools to visit KOTESOL' s International Conference this fall, and attended a number of workshops and academic sessions - including one on newsletters! (For details, see Robert's IATEFL 2006 report in this issue.)

April 12. Dr. Jung Hee-Jung (Gwangju-Jeonnam Chapter) has had a number of major changes in her life recently. In addition to joining the faculty of the English Department at Chosun University this spring, she has joined KOTESOL as a new member and at the same time taken out a lifetime membership.

April 12. Dr. Andrew Finch (Daegu-Gyeongbuk Chapter) coincidentally on this day was the second KOTESOL member to make the jump to a lifetime membership. This he did in celebration of his promotion to Associate Professor, with tenure, in the Department of English Education at Kyungpook National University, effective April 1. Dr. Finch is the first foreigner to receive a tenured professorship at KNU.

[Compiled by David E. Shaffer]

Membership per Chapter
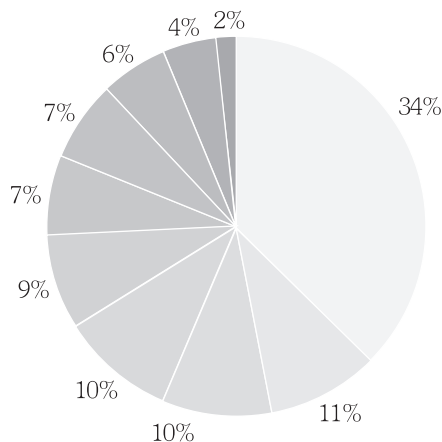
Total	714
Seoul	249
Daegu	76
Daejeon	72
Intnl	70
Busan	61
Suwon	51
N Jeolla	47
Gwangju	46
Gangwon	27
Cheonju	15

Figures approximate for May 2006.

From Island to Peninsula:
Kevin Landry

Kevin Landry was born on an island in the Pacific - well, sort of: Vancouver Island, just barely disconnected from the western coast of Canada. He moved to the east coast and grew up in Nova Scotia, almost an island itself. After graduating from Saint Mary's University with a BA in History under his arm and an EFL certificate in his hand, Kevin crossed the ocean to the peninsula that had intrigued him in his history studies - the Korean Peninsula. That was in 1996.

Kevin's first position in Korea was at a branch of a nationwide language school. He soon obtained a position at Korea Catholic University, and it was while he was there that he joined Korea TESOL and became active in Seoul Chapter. He served as Webmaster, and newsletter editor, before he became Vice-President in 2001. At the National level, he has served as Secretary and as National and Conference Webmaster. When vacancies occurred and there was pressing work to be done, Kevin stepped forward - to serve as acting 2nd Vice-President, and to tackle in the thankless position of Data Manager. During much of this time, he has also been active as Facilitator of the Teacher Education and Development Special Interest Group (TED-SIG). At present, he is also serving as our National Nominations and Elections Committee Chair, and was the Webmaster for the recent National Conference.

Kevin also finds time to teach. After Catholic University, he took a position at the Gwangju Institute of Science and Technology where he taught graduate students. Since then, he has moved back north to Hongik University, Jochiwon Campus, to be nearer his in-laws. Kevin's goal in teaching was once to make his students happy, to have them leave class in a cheery state. But not anymore. His goal is now to have his students make him happy! This is a much more difficult task, but a much more rewarding one. To be successful, he must motivate his students to perform to his satisfaction, and to do this, much more thought must be put unto lesson preparation.

Kevin likes to be prepared for class, but he has been locked out of his classroom

Membership Spotlight
By David E. Shaffer

more than once, not by his students, though; only by the custodian. He tries to understand his students' perspective, and he doesn't let things like cell phones ringing in class bother him. However, he does admit that, like most of us, he has on occasion gotten upset with his class. But Kevin does know how to keep cool - he takes a 1.8 liter bottle of water to class to drink over the two-hour period!

While teaching in Korea, Kevin has completed a Masters in Linguistics (TESOL) through the University of Surrey (UK). He did his thesis on *Syllabus Design and Action Research*, but is also much interested in tasked-based learning and pragmatics. In the classroom, Kevin likes to tailor lessons to his students to tap their interest and knowledge of things Korean.

Kevin is married and has two children - a son, Taeho, who has just started Korean elementary school, and a daughter, Angela, in kindergarten. Kevin met his wife while she was working at the Seoul Arts Center, but she has since switched to TEFL and is teaching at LA Language Institute in Jochiwon. Kevin is very much a family man. It is not uncommon to see him arriving at KOTESOL events in his white Sonata II with his family. When Kevin is attending a KOTESOL work session, the family may take a side trip to visit friends, relatives, or the local shopping mall.

Kevin has a tendency to gravitate toward the extraordinary. He writes book reviews for Linguistlist.com, but he also edits comic books. He may be teaching at a university in Seoul five to ten years from now, but he may also be working for a comics company. He likes comic books and kick volleyball, dietary supplements and raw fish, facial hair and tattoos. He has toyed with the idea of going to teach in the Yukon, but you can expect to continue to see him on this peninsula for the foreseeable future - he has too much stuff to move.

Big C and small c: Culture as a Tree

It was not until graduate school that I was ever asked about the culture lessons that I had experienced as a foreign language learner. In a special workshop, my classmates and I addressed this question. On the top side of the board went our list of answers. Collectively, we had learned about various songs, customs, and holidays. Then the workshop leader drew a horizontal line under all our contributions, relegating them to the upper part of the board which she designated as examples of "Big C" culture. The bottom part was conspicuously empty. She called this "small c" culture. The message was instantly clear. We had only ever learned one part of culture, which represented the easily observable features of culture. This aspect of culture tended to be presented as monolithic, uniform, and unchanging. It was not only an inaccurate picture of culture, but glaringly incomplete. What we, as language learners, were never taught was the behind-the-scenes movement of values, belief systems, and the preferred ways that the language is used. Very likely, we did not learn this because our teachers had failed to recognize that this part was extremely valuable for us, precisely because it was hidden and not universal. Thus, the definition of what culture encapsulates immediately expanded - both visually and conceptually - for me.

The idea that culture is changeable, largely invisible, and unspoken remains very compelling for me, even now, many years after graduation. In fact, one of my favorite lessons builds on the lesson this workshop leader did with us. The metaphor of a tree, I have noticed, facilitates students to immediately grasp that there are two basic aspects inherent in culture. This is what Edward Hall first coined, the "Big C" and "small c" aspects of culture.

Big C: "Culture"

Visible aspects - what you notice immediately.
Easy to study or read about in books.
Can be interesting, colorful, exciting, and even shocking.

small c: "culture"

Invisible (hidden) aspects.
Hard to discover.
Influences how people think and act.
The key to understanding other cultures.

(Hall, 1977, pp. 41-69)

Because the "hidden" cultural differences can be revealed in the Culture-as-a-Tree metaphor, I have created an interactive poster which showcases these aspects. This teaching tool has puzzle pieces representing the leaves, branches, trunk, and roots of a tree with labels of its culture-equivalent. It is straightforward yet has poetic allusions. Leaves and branches readily come to our minds when we think of "trees." The trunk and roots, however, are more like afterthoughts; so it is with culture. It also becomes apparent that the hidden roots of the tree are as deep as the visible part of the tree is high. In this way, the tree is visually likened to culture. The hidden parts in culture deserve more of our attention because they affect everything we think about time, space, values, and communication styles (Hall, 1977). With this metaphor, the impact of these hidden beliefs on communication between cultures can also become exposed.

Culture Corner
By Melanie van den Hoven

In this tree metaphor, roots represent our perceptions and worldviews which generally escape our conscious awareness. The hidden roots sustain the entire living tree. The roots allow the entire tree to stand tall, receive special nutrients and stabilize the ground beneath our feet. The tree measures time and records seasons of growth. We don't see them or feel them but, in fact, we have evidence that they are there. They are the basis of the "small c" parts of culture, informing how and what we see and think about. The trunk is the support structure of the tree. As the unifying mass, it can be likened to that part of culture which represents rules and customs. This part is informed by our worldviews and with some reflection, it can be articulated. The branches and leaves are the parts of the tree we often celebrate. Most often addressed for their colors and variations, the leaves are the stimuli which artists use to make paintings and about which poets write poetry. Leaves and branches can refer to food, literature, and the arts, which are part of "Big C" culture. It is easy for students to infer that just as leaves bud, grow, and fall away, so do music, fashion, and even vocabulary. As such, my visual of a tree reveals the four distinct layers.

The visual metaphor can also unfold beyond the depth of the roots. Further extrapolations can be easily connected to Korean culture as shown in the chart below:

Leaves	**Big C**: special products, habits, or interests.	Eating *peperos* on November 11th, sending text messages, or studying the relationship of blood type on personality
Branches	**Big C**: general categories, like special subjects that you can study in textbooks.	English education, popular foods, traditional clothes, Korean films, and pop music
Trunk	**Small c**: unspoken rules, customs, and messages.	"Don't wear jeans to high-school"; "Say "No, thank you" when you are first offered food"; or "Females should not be seen smoking in public."
Roots	**Small c**: worldview, core values, and unconscious beliefs.	"Being successful as a female could imply working hard to make a lot of money, working happily in a team, being independent and creative, having a son first and steadfastly taking care of one's family or getting a good education."

From personal experience and professional practice, I believe that culture must be explored first in order to understand how our cultural upbringing has shaped how we view communication in the world at large and, in particular, English language communication. If

"Small c" aspects are the key to understanding cultures.

culture is understood to shape perception and communication, then EFL teachers can anticipate the basic challenges that will face the students they teach. Once they become proficient in English, this language will be more than a tool to express their thoughts to people from other nations: The way they use it can convey their hidden values, which might not be shared universally. The hidden differences, warns Edward Hall (1977), can cause misunderstanding and this misunderstanding can lead to conflict. As a foreign language learner and an English teacher trainer, I now

recognize that culture, like a tree, includes much more than what can be seen.

Reference
Hall, E. (1977). *Beyond culture*. Garden City, NY: Anchor Press.

The Author
Melanie van den Hoven 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 is now the Culture Chair for KOTESOL. Email: melanie.vandenhoven@gmail.com

Quantitative and Qualitative Methods

By Michel Trottier

Dr. Andrew Finch's recent article *Quantitative vs. Qualitative* [Action Research, Vol. 10(1)] underscores the "subjective" character of action research (AR). But in what otherwise appears to be a simple celebration of AR's "subjective" qualitative methods, the article assumes a uniquely modernist stance in characterizing *quantitative* measurement as belonging to the world of Skinner and the "hard sciences" (which teaching is not). The resulting epistemological dichotomy pits AR's subjective appeal within AR against the supposed limits of more "rationalist" *quantitative* methods. But must AR practitioners really struggle with such a methodological dilemma? Meanwhile, in the current post-positivist climate, *quantitative* methods (statistics, survey methods, attitude scales, etc.) continue to play an important *complimentary* role within increasingly mixed-method approaches to educational research (Somekh & Lewin, 2005; Denzin & Lincoln, 1998).

Admittedly, AR represents a valuable contribution to our profession in terms of its emphasis on improving teaching practice *from within*. But since AR is not a separate area of research (Wiersma, 1995), it can not define its epistemological terms. Nor can it hold up humanistic methods as a panacea simply out of *preference*. What's more, the highly interpretive type of AR espoused by Dr. Finch would seem to be firmly rooted in a uniquely ethnographic tradition, one of several more humanistic approaches connected through their common postmodern *reaction* to positivism. Ethnography typically employs so-called "thick" descriptions and "rich" interpretive data (Somekh & Lewin, 2005) in an attempt to paint a more accessible, comprehensive picture of human phenomena. But one step closer to participants may not necessarily take us one step closer to "reality." If we consider, for example, one of those uniquely *human* learner factors such as "self-confidence," is it really enough to simply ask a learner if he/she feels confident? Does the term mean the same to learner and teacher? What does it mean to a Korean freshman, who has likely never been asked such an introspective question by a foreigner?

Beyond the humanistic allure of such enquiry, without other complimentary measures (i.e., data triangulation), we can no more be sure of the "truth" of interpretive responses than we can of *quantitative* measures that claim to represent that truth. This is not to say that humanistic enquiry is not useful: It can be! But in the same way that scales and measures have come to represent mere *approximations* of truth in this progressively kinder, gentler epistemological climate (Walker & Evers, 1988), it is questionable whether naturalistic, *interpretive* methods can claim any greater validity by virtue of their *human*-ness alone.

After all, neither *quantitative* nor qualitative methods are immune to issues of validity/reliability. And since neither method can claim a monopoly on truth and objectivity, the more reasonable goal of *truth approximation* would seem to require that we see them, simply, as two sides of the same coin.

Ultimately, if the purpose of Dr. Finch's column is simply the promotion of active professional reflection, there is little use in quantifying anything at all, much less invoking the *quantitative/qualitative* dichotomy. Like the author, many of us can attest to the empowerment value of raising

Members' Forum

learner awareness and self-confidence. But we should be clear: Although AR researchers necessarily engage in reflective practice, it cannot be said that all reflective practitioners are "action researchers" (Noffke & Somekh, 2005). AR needs to be about more than simply reflecting on meaningful things. Research needs to be systematic and *defensible* if it is to be professionally meaningful - even to an audience of one.

Meanwhile, as the pendulum swings and AR continues to assume a growing importance within the EFL community, we need not dismiss *quantitative* methods to legitimate the qualitative, lest we end up throwing the proverbial baby out with the bathwater.

References

Denzin, N., & Lincoln, Y. (1998). *Strategies of qualitative enquiry*. London: Sage.

Somekh, B., & Lewin, C. (Eds.). (2005). *Research methods in the social sciences*. London: Sage.

Walker, J., & Evers, C. (1988). The epistemological unity of educational research. In J.P. Keeves (Ed.), *Educational research methodology and measurement: An international handbook* (pp. 28-36). Sydney, Australia: Pergamon Press.

Wiersma, W. (1995). *Research methods in education: An introduction*. Boston: Allyn & Bacon.

The Author

Michel Trottier *teaches in the Dept. of English Ed./TESOL at Hankuk University of Foreign Studies. Michel's general research interests include "mixed-methods" research, bilingualism, and phenomenology and novelty within informal learning environments (i.e., English Villages). Email:* mntrotz@hotmail.com

The Questionnaire

In the previous Action Research column, I mentioned that "Qualitative research should be longitudinal (carried out over a period of time) and triangulated (using various research instruments)." Bearing this in mind, however, the questionnaire can be a useful AR tool when constructed correctly and when used in combination with other research methods.

Questionnaires have the advantage of being simple to administer and easy to analyze. They can use 1-5 Lickert scales (e.g., "1 - Always," "2 - Usually," "3 - Sometimes," "4 - Rarely," "5 - Never"), or they can have simpler "Yes/Maybe/No" options or "True/False" options. They can even use a "continuum" approach, in which students mark their response on a line between two extremes, though these responses are more difficult to deal with. When the questionnaire has been successfully administered and completed, the teacher/researcher has a nice collection of data, in easily quantifiable form. Such "hard facts" can be deceiving, however, since it is easy to imagine that these numbers and "Yes/No" responses represent reality, whereas this is far from the case. This brings us to the disadvantages of questionnaires.

Firstly, there are the "student unknowns": (a) Did the students understand the questions; (b) Were the students sincere when filling in the questionnaire (Did they fill in options at random?); (c) Did the students respond according to their own ideas, or did they give the responses which they thought the teacher wanted; (d) Did the students see this as a valuable activity, designed to improve their learning environment, or did they see it as a waste of time?

Secondly, there are the "questionnaire unknowns": (a) Did the questions ask what they were meant to ask (Did they represent the best way of finding out the required information?); (b) Did the questions match the linguistic and cognitive capabilities of the students (e.g., Were the questions in the L1 or the L2?); (c) Were the questions unbiased? (Were they neutral, or did they ask students to confirm the teacher's opinions?); (d) Did the questionnaire ask sensitive (inappropriate) questions (e.g., Did students have to put their name on the form?)?

As we can see, the way in which students answer can depend on the learning environment (classroom, atmosphere, stress, etc.), the way in which the questionnaire is administered ("Just fill this in and give it back to me. Then we'll get back to work."), the linguistic level of the questions (if too difficult for the students, the questionnaire becomes a language test rather than a research tool), and their expectations of what will be done with the questionnaire ("Will my answers affect my grade in any way?").

Another problem is that even the most perfectly designed questionnaire can only tell us what we want to know! This might sound strange, but what about those factors that we haven't asked about? Perhaps there are things going on that we haven't observed, but which are important to the students. How can we find out about these if we don't ask about them? One possibility is to include an open question at the end of the questionnaire: "Do you have any comments?" However, this option tends to be ignored by students, since it draws attention to their opinions. A preferable solution is to triangulate our research instruments, and to use learning journals, speaking journals, and open interviews. In this manner, students become comfortable with expressing their views, and "hidden" issues come to the fore of their own accord.

Action Research
By Andrew Finch

To conclude, let's take a look at a questionnaire that has been used extensively in ELT research, the Strategy Inventory for Language Learning of R. Oxford (1989). The first link is a Korean version, and the second link is an adapted version of the original English one: (a) www.finchpark.com/books/twas/comm/134.htm, (b) www.finchpark.com/books/twa/comm/sille.doc. As we can see from this questionnaire, there are a number of sections, and there is a lot for the students to do, apart from just filling in the information. They also have to collect the data and analyze it for themselves at the end of the instrument. Note in particular the way Oxford keeps posting the instructions up for the students. The whole of the second page of the questionnaire is taken up with directions and examples, and the meaning of the five options is repeated before each section.

In other words, "There's many a slip twixt cup and lip" in terms of using questionnaires for AR. Oxford has asked the students to take care of the results themselves, and therefore to modify their perceptions without teacher intervention. As with learning journals, etc., making the questionnaire part of the learning content is an effective way of addressing many related problems.

Reference

Oxford, R.L. (1989). Use of language learning strategies: A synthesis of studies with implications for strategy training. *System, 17*(2), 235-247.

Graded Grammar

In your teaching situation, explicit grammar instruction might be somewhat taboo. If that's the case, your primary role as a grammar instructor could be to find engaging classroom materials that target your students' grammatical level. This is where a graded reader (a learner-adapted novel or story) could be your best friend. Advocates of graded readers often focus on vocabulary benefits (readers are usually graded by the number and frequency of headwords), but the books also have plenty of grammar advantages. First, they expose students to oodles of contextualized grammar points, including great examples of tense (*she went* vs. *she goes*) and aspect (*he watched* vs. *he was watching*). Second, because vocabulary has also been graded, students can focus more on what the grammar in a passage is doing (although getting students to notice grammar may require a bit of explicit instruction). Best of all, there

One of the first rules: Find an enjoyable topic.

are so many graded ESOL readers on the market that finding suitable themes is quite easy; one of the first rules in spicing up pedagogical grammar is to find an enjoyable topic.

Consider this passage from *The Ironing Man* (Campbell, 1999):

> Marina and Tom had planted some grass in the garden when they first came to the village, and bits of grass were coming through, here and there, but not, I am sad to say, everywhere. The garden looked a bit like the beard Tom had tried to grow as a student. Parts of it were really quite good with lots of hair, but other parts had no hair at all. The parts with hair looked like a coconut, and the parts without hair looked a bit like an egg. But, well, eggs and coconuts do not normally go together. So Tom's beard did not really look like a beard, and this garden did not really look like a garden. (p. 19)

The Ironing Man's humor appeals to my bookworm side, and the super examples of the past perfect (*Tom had planted; had tried*) are manna for the grammar teacher in me. How many fake past perfect sentences have made their way into ESOL classes? (Teacher: "Students, we use the past perfect when one action happens before another. For example, *I had gone to school and then went to the store.*") Yikes! In *The Ironing* Man, the past perfect comes in naturally to refer to events told out of chronological order, like flashbacks. Will your students notice this while they're

reading? If it's independent reading they might not, but they will get some past perfect exposure. And if you ever need to focus on that grammar point, you'll have a great resource.

There are myriad ways to use graded readers with your class; I'll just describe what I've being doing with my first-year university classes (using ideas from my colleague, Andy Burki). First, I

Grammar Glammar
By Ksan Rubadeau

determined appropriate levels for my different classes - Oxford Bookworms, Cambridge English Readers, and Penguin Readers' levels 1 and 2 for two groups, 3 and 4 for the other two. Then I selected three or four choices of books for each group, checking in advance that these were quickly attainable in Korea. My selection criteria: (a) different genres, (b) engaging topics and settings, (c) modern language and culture (no classics), (d) British and North American English options, and (e) no movie version. In Week 2, students did an information gap exercise with the book blurbs, and then all chose their own readers, which were ordered and bought within a week. In Week 4, students sat in groups of three or four for pre-reading activities. I provided a suggested reading schedule and a blank reader's log.

For mid-term oral evaluations (worth 10% of course grade), students needed to have read up to a certain point in the book. They sat in groups with classmates reading the same book and answered discussion questions. Short book reports were due at the end of the semester (10%). As for my contribution as the grammar teacher, it mostly came at the beginning when I chose the levels. In doing so, I led my students into a reading project aimed at improving reading fluency, vocabulary, and good old grammar.

Reference

Campbell, C. (1999). *The ironing man*. Cambridge: Cambridge University Press.

The Author

*For two years, **Ksan Rubadeau** (M.A., Applied Linguistics) trained teachers in pedagogical grammar and methodology. She currently teaches at Korea University and is the Treasurer of Seoul Chapter KOTESOL. Email: ksanrubadeau@hotmail.com*

Where Do Words Come From?

Does someone sit down in an office and make up new words? Or are they pulled out of the recycling bin? Do they get molded, or clipped, or appended. Are they home-grown or do they come from abroad. New words are formed in all these ways, and even more!

New Root Formation

Words are not all formed in a single way; there are numerous ways and no single method for any category of words. Words may be formed by creating a new root, the basic form of a word. This can be done by *coining* a new word. Though coinage is likely the first formation process to come to mind, it is relatively rarely used. It may be found in naming brand items such as the pain-reliever *aspirin*, and fictional beings like *hobbit* from *The Lord of the Rings* and *Klingon* from *Star Trek*.

New roots are also formed by *borrowing* them from other languages. Ninety-eight percent of the English roots came from languages other than Old English. Though many of English's loanwords come from Latin (*linguistics*), Greek (*lexicon*), and French (*language*), English has borrowed from many and various languages, e.g., *alcohol* (Arabic), *pretzel* (German), *vodka* (Russian), *orange* (Sanskrit), *yogurt* (Turkish), *curry* (Tamil), and *banana* (Wolof). You may have noticed that each of these words have also been borrowed from English into Korean.

Modification

Existing words in a language may be modified to form new ones. One method of doing this is through *folk etymology*, the altering of an unfamiliar word to make it resemble a more familiar one, e.g., The post office, which was once *cater cornered* from the drug store became *catty cornered* or *kitty cornered*, and the asparagus once eaten in Britain mutated to *sparrow-grass* (U.K.) A cross-language folk etymology that Korean L2 learners once commonly used was to modify *Good morning* to Korean *geulmeonni*? ("*Did you skip [your meal]?*").

Another type of modification is *conversion*, where a word keeps its form but changes its function. *Run* started out as a verb more than a millennium ago but morphed into a noun (e.g., Let's go for a *run*) in the 15th century. Similarly, we have recently verbed the proper noun Google (e.g., I *googled* "minimal pairs"), and as you see, we have even verbed *verb*. Korean regularly borrows nouns from English and changes them to verbs (e.g., *meeting-hada, kiss-hada, event-hada*).

Abbreviation is also a common method of modification. Our profession loves to make *initialisms*: *CBT, EFL, PPP, SLA, TPR*. We also have a liking for *acronyms*: *CALL, CELTA, TOEIC, TOEFL, TESOL.*

Korean spawns them, too: *MBC, KB, MT* (initialisms); *KAIST, KEDI, KATE, ALAK* (acronyms). Another form of abbreviation is *clipping*, the cutting off of part of the word, but keeping the entire meaning. We cut off the tail end (*ad, advert, exam, gym, memo, uni, and dis* [from *disrespect*]); we chop off the head (*phone, chute, gator*); we even clip both ends (*flu,* from *influenza*). Korean likes to clip also: *Goryeo Daehakgyo* (Koryo University) becomes *GoDae, godeung-hakgyo sam-hak-nyeon* (high school, 3rd year) shrinks to *go-sam*. And it likes to clip those clumsy, polysyllabic loanwords it imports: *demonstration* becomes demo, *coordinator* becomes *coordi, apartment* is shortened *to apart, air conditioner* to

Word Whys
By David E. Shaffer
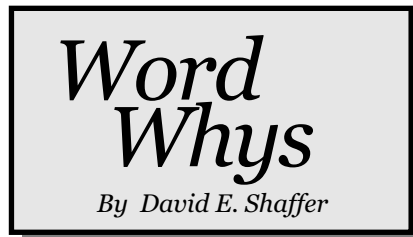
air-con, and *remote control* to *remo-con*. The fourth type of abbreviation is *back formation*, the clipping of a word with an accompanying functional shift. The noun *liaison* gave rise to the verb *liaise, babysitter* to *babysit,* and *diplomatic* to *diplomat.*

Generation

The fourth category of word formation processes is that of *generation*. Among these generative processes is *derivation*, the addition of one or more affixes (prefixes and suffixes) to a root to form a new word. For example, *inappropriately* is derived from adding *in-* and *-ly* to *appropriate*; *noonish* is derived from adding *-ish* to *noon*. When two or more roots are combined to form a new word - e.g., *skinhead, egomaniac* - we have *compounding*. This includes phrasal verbs: *take down* and *show off*. Last but not least, there is *blending*, the formation of a new word from parts of two others. We get *brunch* from **br**eakfast and l**unch**, and *smog* from **sm**oke and **fog**.

Test Yourself

What word formation processes are at work in the formation of these household nouns: *frigidaire* (refrigerator), *blu-tack, biro, sellotape, scotch tape, band-aid,* and *dae-il band* (Korean).

The Author

David Shaffer (PhD, Linguistics) plays with words in his office and the classrooms at Chosun University in Gwangju, where he has been a member of the English Language Faculty since before "air-con" became a fixture of the Korean lexicon. He also plays with words as an editor of TEC and other KOTESOL publications. Email: disin@chosun.ac.kr

KOTESOL 2006: Empowering!

By Allison Bill

Plans are in full swing for the 2006 Korea TESOL International Conference - KOTESOL's 14th annual. This year's theme, *Advancing ELT: Empowering Teachers, Empowering Learners*, promises to spark interest for those teachers who need a little recharging, as well as those who are looking to have more energetic classrooms!

We have several confirmed speakers, with more in the works. Dr. **Andy Curtis**, familiar to TEC readers as a frequent professional development contributor in the past, and a popular speaker at the 2002 KOTESOL Conference, will be joining us from Canada. So will Dr. **Nina Spada**, an author well known to many TESOL professionals through her book, *How Languages are Learned*, co-authored with Patsy Lightbown, as well as the many articles by the Spada-Lightbown team. We are also honored to welcome two former IATEFL presidents: Dr. **Susan Barduhn**, from the School for International Training (SIT) in Vermont, U.S.A., and Prof. **Chris Kennedy**, from the University of Birmingham, in the UK.

Last year's KOTESOL International Conference had over 900 attendees, and close to 150 presentations, nearly two-thirds of which were given by presenters not residing in Korea - a truly international event! Our international conference is your best chance to network with educational professionals and classroom teachers, and to keep in touch with what's happening in ELT in Asia and around the world. If you are interested in presenting at this year's Conference, remember that the call for presentations online submission deadline is June 30.

Conference Column

As usual, all of the major ELT publishers will be on hand to give you information on their latest textbooks and a wealth of teacher and teaching resources. Our annual **Employment Center** will also be available for those who are considering new job opportunities in Korea. So, if you are contemplating a job change, start working on your resumes! For employers who are planning to hire new staff for the next school year, please contact us about advertising a vacancy or holding interviews during the conference.

There's so much more to come, so look for an update on the conference in the next issue of TEC, and check us out on the KOTESOL website at http://www.kotesol.org/conference/2006/. Plan on joining us for the biggest event of the KOTESOL year! 🌐

The 14th Korea TESOL International Conference

Advancing ELT: Empowering Teachers, Empowering Learners

October 28-29, 2006
Sookmyung Women's University, Seoul

Call for Presentations

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 web site.

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**

Super Action in the Classroom

I'm addicted to movies. Fortunately for me, Koreans also love movies, especially English language titles. All of the English language films I've seen in Korea were in packed theaters. For *Wallace and Gromit, the Curse of the Were-Rabbit,* the cinema was filled with elementary school students straining to read the Korean subtitles while listening to the English dialogue. When I watched *Four Brothers,* the Korean audience was on the edge of their seats rooting for the brothers to be triumphant. As English teachers, it is easy to take this pop-culture energy, funnel it, and change it into motivating lessons for our classrooms - and it's free!

In Korea, several high school English textbooks offer units on movies. By supplementing these lessons with a little bit of *edutainment*, we can help focus students on the lessons' objectives. Recently, I brainstormed with 23 Korean secondary English teachers on various activities that would be acceptable in Korean middle and high schools.

Before implementing the following activities, teachers should review movie web sites and trailers, or advertising clips, for school-age appropriateness. Another key is to choose a trailer with a lot of English text. For example, the *Mission Impossible 3* movie trailer is fun to watch and very motivating. Unfortunately, there is only minimal dialogue, and in this case, the *MI-3* promotional web site is a better choice.

Speaking and Listening
1. Have students watch the movie trailer several times (www.apple.com/trailers/). To check comprehension, ask a series of top-down, bottom-up, prediction and inference questions. Have students ask each other their own original questions about the trailer.
2. Have students listen to the movie trailer without seeing the video. In groups of 3-4, students create a storyboard of what is/will be happening in the film. Give students a set number of picture cells they have to create, usually 4-6. Once completed, students share their storyboards with the class.
3. Divide students into groups of 3-4. Assign each group a movie trailer, preferably a movie released in Korea. Students watch the trailer and construct a way to present the trailer to their classmates.

Reading
1. Once you find a clear summary of the film (www.imdb.com), cut and paste the synopsis onto a worksheet. Create a cloze activity by removing character names, action verbs, etc.
2. Similar to the listening activity, have students read the synopsis and create a storyboard about the

trailer. Once completed, have students compare their storyboard with the actual trailer.

Writing
1. Have students watch a trailer without sound. Students write a quick dialogue explaining

Teachniques

By Sarah Sahr

what is happing in the trailer (dialogues can be read to the class). Or, change this activity into an e-learning experience. Using their newly created dialogue, students can make a short movie by using a free Internet web site called d-Film: http://www.dfilm.com/index_moviemaker.html. To save their films, students can email their movies to the teacher where the teacher can assess their writing.
2. Have students create an advertisement for the movie they have seen or read about. The poster could include title, actors' names, pictures, catch phrases from the film, etc.

Use movie trailers and web sites for all four skills.

Using Internet movie resources reaches various learning levels and multiple intelligences of our classroom. Several children's movie web sites, e.g., *The Wild*, *Over the Hedge*, and *Ice Age: The Meltdown*, have a variety of free videos, games, activities, and downloads. All of these resources can be harnessed for mini lessons with young learners. For more mature students, *V for Vendetta*, *X-Men*: *The Last Stand*, and even *Mission: Impossible 3*, have very user-friendly, interactive movie sites including synopses, press releases, biographies, and photos, all of which can be used in today's EFL classroom.

Researchers have taken note of the effect English movies have on globalization. "English also dominates both the motion picture industry and popular music, two key components in what some term the development of a global culture, particularly among young people" (McKay, 2002, p. 17). For decades, teachers have been using popular music as a motivator in the EFL classroom. Movies are just another free entertainment media to motivate our students.

References
Ice age: The meltdown [Motion picture Web site].

Germany 2006, Relatively Speaking

By Michael Duffy

Reading the recent grammar columns by Ksan Rubadeau, I was reminded of a drill I used nearly four years ago to help students practice the use of defining relative clauses. The drill used the (easily downloaded) results of the Korean football team in their famous run in the 2002 World Cup.

Let's look at a couple of them.
First Round: Korea vs. Poland (Busan) 4/6/02
Result: 2-0
Scorers: Hwang Sun-hong (25) - KOR; Yoo Sang-chul (53) - KOR

This can yield sentences like:
(1) June 4 was the day *that Korea played their first match*.
(2) Poland was the team *(that) Korea beat in their first match*
(3) Hwang Sun-hong was the player *who scored the first goal for Korea*.
(4) Busan was the place *where Korea played Poland*.
Note: (a) The conjunction in (2) is optional. (b) In some circumstances, the tense of the main verb may be past or present.

Given this model, students can generate their own sentences from other results, like:
Round 2 (Last 16): Korea vs. Italy (Gwangju)
Result: 2-1
Scorers: Viere (18) - ITA; Seol Ki-hyeon (88) - KOR; Ahn Jung-hwan (116) - KOR

An alternative is for some of the class to produce questions that they can use in a quiz. For example:
(1) Who was the player *who scored the "golden goal" against Italy?*
Or more ambitiously, for soccer *cognoscenti*:

(2) Who was the Italian player w*ho was given a red card* for "*Hollywood action*"?

Sadly, the practice will have to include the bad news as well as the good. For example:
3rd Place Playoff: Korea vs. Turkey (Daegu)
Result: 2-3
Scorers: Sukur (1) - TUR; Mansiz (13, 32) - TUR; Lee Eul-yong - KOR; Song Chong-gug (90) - KOR

Teachniques Plus

However, this is not completely bad, since it provides an opportunity to point out the contrast between:
(1) Italy was the team *(that) Korea beat in the second round*.
(2) Turkey was the team *that beat Korea in the play-off*.

I'm presenting this idea in the expectation that the 2006 Korean team will emulate the feats of their 2002 predecessors, and give students sufficient material to work on. Even if the prospect of winning the World Cup may be unrealistic, let's hope that Korea will be, well, at least "relatively" successful.

Mike Duffy *has lived in Korea since he came to see the Seoul Olympics in 1988. He is possibly the only person to have been present at both 0-0 World Cup draws played between France and Uruguay, in London in 1966 and in Busan in 2002. He is currently* KOTESOL's Publications Chair. Email: *mgduffy45@hotmail.com*

Super Action (Continued)

(n.d.). Retrieved April 15, 2006, from http://www. iceagemovie.com/

McKay, S.L. (2002). *Teaching English as an international language*. New York: Oxford University Press.

Mission: Impossible III [Motion picture Web site]. (n.d.). Retrieved April 15, 2006, from http://www.missionimpossible.com/

Over the hedge [Motion picture Web site]. (n.d.). Retrieved April 15, 2005 from http://www .overthehedgemovie.com/

The wild [Motion picture Web site] (n.d.). Retrieved April 15, 2006, from http://adisney.go.com/ disneypictures/thewild/index.html

V for vendetta [Motion picture Web site]. (n.d.). Retrieved April 15, 2006, from http://vforvendetta .warnerbros.com/

X-men: The last stand [Motion picture Web site]. (n.d.). Retrieved April 15, 2006, from http://www.x-menthelaststand.com/

The Author

Sarah Sahr *(MA in Leadership in Education, ESOL) currently works as a teacher trainer at the Gyeonggi-do Institute for Foreign Language Education, near Pyeongtaek. Previously, she worked in the Peace Corps in Ethiopia and for Ringling Bros. Circus. Sarah is also Publicity Chair for Seoul Chapter. Email: sarahsahr@yahoo.com*

Educating Without Entertaining

Current generations of young learners and teenagers have generally been studying English since kindergarten, in some cases even earlier. They will have to continue studying English at least through university, and hopefully for the rest of their lives. One significant dilemma arising from this long-term obligation is motivation. How do we motivate our students with lessons that are fun, interesting, and educational without crossing the line into entertainment, or the gray area of edutainment?

I do not believe that English ought to be delightful all the time. Non-stop, action-packed games and excitement send the wrong message about learning English. Endeavors requiring some degree of proficiency or expertise necessitate blood, sweat, and tears eventually. Diligence and perseverance are the foundation of success, whether its language learning, sports, building a career, marriage, or friendship. Here, then, are some ordinary tips and techniques for motivating young learners without resorting to the court jester role.

Personalize content. Course books and materials are just a jumping off point. Most materials were produced not for the Korean market, but for a global market. One way to interest students is to adapt content to the Korean palette. Use your students' names and familiar topics in humorous situations and relevant anecdotes. I stress the word relevant. This means teacher talk that is on-task and leading to lesson objectives. In addition to keeping students' attention, this activates schemata and connects prior knowledge with new content.

Utilize your voice. Like it or not, teachers are center stage in the classroom. Keeping your students' attention will work better if you can speak slower than normal discourse requires; elongate and accentuate your speech; vary your rhythm and pitch; repeat what you say, but with alternate forms. Also consider taking on other personas you meet in the course of a lesson. Change your voice-high, low, male, female, rough and tough, etc. during dialogues. I am not suggesting a whole lesson of impersonations, but every now and again might add a degree of authenticity to stale dialogues.

Use visuals. Visuals help to make the incomprehensible comprehensible. Using visuals caters to students whose learning styles differ. Everyone benefits when you use the whiteboard, hand gestures, puppets, magazine pictures, realia, etc. Too often teachers simply talk or lecture and expect learners to follow along and understand.

Get up. Many teachers sit at their desk all period. Instead, walk around the room. Stand up, change chairs, sit down, go to the white board, and hover near potential trouble makers. Call on a variety of students and in different patterns so students do not know what to expect. If possible, change classrooms periodically for a change of scenery. If that is impossible, decorate your classroom with new pictures or post student projects on the wall; change student seating assignments; use pair and group work often enough so that students can change partners or groups; rearrange desks and chairs from traditional rows to other designs. These seemingly small changes will transform classes from humdrum to garden-fresh.

Young Learners
By Jake Kimball

Introduce Total Physical Response (TPR). There is nothing worse than expecting young learners and teenagers to sit still like mannequins for a whole class period. Young learners are not empty vessels. Listening to lectures does not automatically lead to learning, even for adults. TPR means kinesthetic learning, or performing physical actions, instead of passive learning through osmosis. Commands are the easiest to begin with. For example, instead of playing Simon Says, I play "Jake Says." After they know how to play, I change the game to (Student's name) Says. This way, students can be the leader. Making a large stock of cards with many commands to choose from is essential, otherwise most kids will limit their commands. These first lexical chunks are stepping stones to fluency. TPR can also be expanded to TPR Storytelling, including elements of drama. For songs, I often divide the class into teams, with each team alternating the chorus and other lyrics and performing a related action if possible. In short, students are out and about, listening to instructions, and learning actively.

Give praise. Young learners enjoy positive feedback for a job well done. Sometimes restless students who cause the most trouble are simply seeking attention. So give them your attention.

Smile. Smiles are contagious. Smiles are inviting and warm. Be happy to see your students. Even if you are in a bad mood, leave your troubles at home or in the staff room. Teaching, as is any job that requires interaction with fellow human beings, is service-oriented. And everyone loves a happy disposition.

Storytelling for Language Input

Why do dogs wag their tails? Friends, the answer is told in an ancient Mayan story from Central America reported by Hill (2000). The story would consume less than five minutes of class time. Telling stories is not just for boy scouts at a campfire. Storytelling is for everyone. Children, adults, even reticent and rebellious high school students love a good yarn. Storytelling attracts attention, reduces anxiety, and provides great input for EFL learners, too.

Why Storytelling for TEFL?

First, recognize that storytelling is not reading. You can include reading activities with storytelling, but storytelling involves performance, oral communication, and audience interaction. The most sublime storytelling is art and craft, although you don't need to be a master performer to succeed. This article presents a few tips on storytelling, but first we will consider why storytelling is a justified use of class time.

For starters, stories communicate culture. Allusions to folk tales, myths, and past shared cultural experiences

---

Everyone loves a good yarn.

---

comprise a major part of literature and authentic communications. When we share stories with our students, we build a foundation of background knowledge. Two, stories are input - authentic and meaningful. They are not metalinguistic grammar and vocabulary explanations whose benefit to second language acquisition is highly doubted by researchers. Rather, they are meaningful language communication that can facilitate input processing strategies and focus on form while time keeping students actively engaged in constructing meaning. Third, stories are highly adaptable. They can be simplified for beginner levels, made more complicated for advanced levels, and adjusted in other ways for children, adults, or other specific learning groups. Plus, stories pitched properly allow classrooms of multi-leveled students to obtain the input most appropriate for each person's own internal syllabus. Finally, stories provoke creative thinking and can be readily adapted for many tasks and learning objectives. So, how can you effectively incorporate storytelling into your classes?

Picking & Activating Stories

The first and most important consideration when selecting a story is that you like it and can memorize it.

Don't memorize it word-for-word, however; good storytelling requires that you make it your own. Sure, follow the general outline of the original, but characters and details are up for grabs. Alter, add, and subtract to your heart's content, so long as you can comfortably tell the story. Of course, avoid stories that are too familiar, lengthy, or complicated. They could cause you to lose your audience.

Training Notes

By Douglas Margolis

I like short, easy-to-remember stories, like "Why Dogs Wag Their Tails" (Hill, 2000) or "The Eagle Who Thought He Was a Chicken" (n.d.). These stories have formulaic lines and actions, which help learners catch the meaning. For instance, in the first story, a dog asks different animals if they would like to know the creator's secrets. Each time the action is pretty much the same: The dog asks the question, the animals respond, "Of course we want to know, Dog. Tell us quickly!" Then, always, just before the dog is about to tell the secrets, the creator comes and gives the dog a piece of his mind. The repeated structures make the story easy to remember and facilitate comprehension, plus repetitive lines make opportunities for audience participation.

In addition to formulaic structures, look for stories that can utilize movement and gestures. In the Eagle story mentioned above, for example, one of the characters repeatedly attempts to get the Eagle to fly and forsake his life as a chicken. At each attempt, the character commands, "Spread your wings and fly!" Mimicking the bird spreading open its wings reinforces the meaning with visual imagery.

In short, to make your stories effective: (a) remember them, (b) use voice, gesture, and pacing to build the energy, (c) create opportunities for audience participation, and (d) have fun!

How to Enhance the Educational Quality of Stories

Keep in mind your purpose for storytelling: increasing meaningful input. Doughty (2003) suggests that the most efficient and effective role for language instructors is helping learners process input and focus on form.

You can aid input processing with graphic organizers,

time lines, and story replays. For example, give students a mind map that portrays the relationships of characters. As the students listen, they fill in the characters' names to complete the mind map. Alternatively, students could put story events in their chronological order. A story replay means repeating the story after students have completed a time line or graphic organizer to give them a chance to confirm their understanding and obtain additional information.

The often misunderstood "Focus on Form" (FonF) instructional technique is not the same as grammar teaching or following a grammar-based syllabus. Instead, as Doughty and Williams (1998) define the term, FonF refers to a brief directing of student attention to form with little or no disruption of attention to meaning. If your story emphasizes a particular word or repeats a sentence several times, vocabulary, grammar, or speech act will attract student attention to form. Both the dog and eagle stories mentioned above, for instance, spotlight offers and requests. Teachers can also increase FonF with pre- and post-story activities, such as a word search puzzle

Good storytelling requires that you make it your own.

that builds word recognition of characters or important items in the story.

Another activity that aids both FonF and input processing is dictogloss (Swain, 1998). Dictogloss requires students to listen to a text - in this case one of your favorite stories - and then in small groups they attempt to recreate the text. This part of the activity is like dictation because students try to recall the details of the story. Hence they are very focused on form and input processing. After the group recreates the story as best as they can, they then discuss issues and themes - the gloss part of dictogloss.

The Truth about the Dog's Tail

The most important part of storytelling is to make it fun. Remember, the content is not the point. The finish

line is not the point. Why the dog wags its tail is not as important as how you tell the story. Nevertheless, if you corner me at a conference sometime and ask, I'll

You don't need to be a master performer.

tell you why dogs' wag their tails.

References

Doughty, C. (2003). Instructed SLA: Constraints, compensation, and enhancement. In C. Doughty & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 256-310). Malden, MA: Blackwell.

Doughty, C., & Williams, J. (Eds.). (1998). *Focus on form in classroom second language acquisition.* Cambridge: Cambridge University Press.

Hill, C. (2000a). *English in China: Education for a global future*. Retrieved April 15, 2006, from http://www.columbia.edu/~cah34/EIC/EnglishInChina.html

Hill, C. (2000b, June). *Using stories from oral culture in English language and literacy development.* Paper presented at the Applied Linguistics Association of Korea (ALAK) International Conference, Seoul, South Korea.

Swain, M. (1998). Focus on form through conscious reflection. In C. Doughty & J. Williams (Eds.), *Focus on form in classroom second language acquisition* (pp. 64-81). Cambridge: Cambridge University Press.

The eagle who thought it was a chicken. (n.d.). Retrieved April 15, 2006, from http://austin.igse.ac.kr/~dpm123/stories.htm

The Author

Douglas Margolis works at the International Graduate School of English in Seoul while conducting classroom research for his Ph.D. in Second Language Acquisition from the University of Hawaii.   Email: margolis@igse.ac.kr

Beyond the Horizon: Extending the Paradigm of TEFL

KATE 2006 International Conference

Hanyang University, Seoul, June 23-24, 2006

www.kate.or.kr

Writing Role-Plays

By Tasha M. Troy

Besides occasional study for the Test of Written English on the TOEFL, writing is largely a neglected skill in Korea. English learners are so concerned with studying the grammar and reading skills they need to score high on school exams and TOEIC and TOEFL that they overlook production skills such as writing. This is a great shame because through writing, students can practice several aspects of language, including grammar, vocabulary, and general communication skills.

These days email has become one of the most common forms of written communication. By using email writing, students can be encouraged to use English writing in realistic situations. In my business writing classes, I have used what I call "writing role-plays," activities which I have used in a variety of situations. I originally designed them to be used over a 10-week business writing course, with writing partners being assigned permanently, but I have also adapted them to

Through writing, students can practice several aspects of language.

four-week email writing courses with temporary or rotating writing partners.

Activity: First, I created several imaginary companies: a restaurant, a travel agency, a photography studio, etc. I divided the class into pairs and designated each pair as a different company. Each "company" then interacted with the other "companies" in the class to accomplish a variety of writing tasks based on my curriculum, for example, requesting or providing information, inviting and arranging meetings, or complaining and apologizing. For example, the restaurant might want to create promotional photos, so they contact the photography studio. By creating realistic communicative writing tasks, the students become engaged in the activity.

Management: As you can imagine, an activity of this sort creates a lot of emails. I have found three ways to manage such a class. First, you can have the students email each other directly, having the students "cc" you in all of their emails. This is functional, but in my experience, it often seemed that my class materials were scattered over a dozen email boxes. Second, you can use Yahoo Groups, which is the option I am currently using. Each time I start a new course, I set up a new group to be a focus point of the course. This

makes running the course much more efficient. However, every time I start a new course, I have to create and organize the group site as well as upload all of my materials. Third, you can use a course management system such as Moodle or Blackboard, which allows you to create a new course without much trouble.

Evaluation: Evaluation is another area that can become unmanageable if it is not well organized. Generally, before class or during peer review time, I read through the emails and select sentences or sections of emails that may

Writing Right

be confusing, especially to native English speakers. I copy and paste these into a separate document, then go over each point of misunderstanding or unnatural wording with the class as a whole. That way, the whole class can benefit from the explanations. If you need to give a score to each student, you could assign one email task for more in-depth evaluation. My evaluations focus more on how successfully the students completed the task and if they communicated clearly, rather than focusing on grammatical errors.

The concept of writing role-plays may sound interesting to you, but if you don't teach business email writing, what can you do? There are still many reasons why people send and receive emails outside of a strictly business context. You could have students set up meetings or arrange reunions among their classmates; give news to friends, family, or classmates; or ask companies or universities for information. Another idea is to set up an online discussion where students can respond to each other in writing instead of orally, choosing one student each day or each week to start the discussion. Hopefully, you can find a way that will suit your individual situation and your students' needs, and at the same time, encourage them to write more.

The Author

Tasha M. Troy has been teaching ESL for eight years, spending four and a half years in Korea. She currently teaches at the Samsung Human Resource Development Center in Yongin. She has taught both academic and business writing. Email: ttroy@samsung.com

Teacher Expertise

<div align="right">

By Glenn Hadikin

</div>

What makes an expert teacher? What does *expertise* even mean? Do experts in different fields share certain traits? I don't claim to have definite answers to these questions, but I feel that asking them can be a useful task, not least because it lets us explicitly lay out what we believe makes a great teacher and perhaps begin to see how well we measure up. For the last forty years, researchers have looked at expertise in various fields, from chess players to dancers, from military experts to nuclear power plant experts. A number of theories have been proposed, from expertise as a stage that can be reached and maintained to ideas that expertise is a process that needs to be continually evaluated.

Dreyfus and Dreyfus (1986) point out that human beings have an advantage over artificial intelligence. After attaining a certain amount of experience, we have an uncanny knack at zeroing in on the most promising set of options without having to consciously think about every possible one. Computers can't work on instincts. The study proposes a five stage model of the acquisition of skills from novice to expert, which I have summarized here (based on a summary by Tsui, 2003):

What makes an expert teacher?

Novice: Novices are guided by explicitly stated rules with little thought for the current conditions.

Advanced Beginner: Advanced beginners have more experience than the novice and can recognize situational elements that need to be taken into account. An advanced beginner driver, for example, will begin to use the sound of the engine as well as simply changing gears at a given speed.

Competent: This stage is marked by goal-directed planning and an emotional investment into the outcomes. The competent actor uses a blend of context-free rules and situational elements to test out what can be achieved and make conscious decisions about what will work.

Proficient: At the proficient stage, actors begin to use intuition. Simple tasks can be completed with little thought and our higher brain functions can focus on greater challenges.

Expert: The expert stage is marked by effortless performance that requires little conscious reasoning. Only new or critical situations require deliberate thought before action is taken.

It should be noted that Dreyfus and Dreyfus' model is based on various fields, and we should ask ourselves what differences there may be between an expert teacher and an expert driver. Can one really teach a class with effortless performance, and should we be striving for the ability to do so without thinking about our actions? Bereiter and Scardamalia (1993) propose that expertise is more of a process than a stage. They argue that writers often become fluent bad writers no matter how much experience they have. Drivers can begin to automate their operation of the car without actually being particularly good drivers. It can be more meaningful to consider differences between experts and experienced non-experts than comparing experts to novices. Bereiter and Scardamalia found that it was the way experts chose to see a task that distinguished them from non-experts. Experts see a task as a positive challenge. They

> *Professional Development*

want to work at the edge of their competence and push their abilities whereas non-experts just try to get things over with.

Sometimes I feel that as teachers we can fall into the trap of thinking X amount of years experience equals expertise. Collecting degrees and diplomas and having colleagues ask for advice is comforting, but are we really working at the edge of our abilities this week? It is interesting to look at Dreyfus and Dreyfus' model and see how far we have come, but let's not get complacent. We need to keep looking at our classes as positive challenges and think how we can make them better. What that means in practice depends on you and your class.

References

Bereiter, C., & Scardamalia, M. (1993). *Surpassing ourselves: An inquiry into the nature and implications of expertise*. La Salle, IL: Open Court.

Dreyfus, H. L., & Dreyfus, S. E. (1986). *Mind over machine*. New York: Free Press.

Tsui, A. B. M. (2003). *Understanding expertise in teaching*. Cambridge: Cambridge University Press.

The Author

Glenn Hadikin *is a Professor of English at Daegu Catholic University. He is originally from St. Helens in Merseyside, England, and has been in Korea for the last six years. He is doing his MA TESOL at the University of London's Institute of Education. Email:* GHadikin@hotmail.com

Listen Up!

By Roxanne Silvaniuk

Not being a tech wizard, Internet sites don't spring to mind as a teaching tool. However, I recently solved a teaching problem using the web site English Language Listening Lab Online (www.elllo.org). Since my students' coursebook didn't contain a listening CD, the ELLLO site provided an alternative for valuable listening opportunities.

This site has many features to recommend. My freshman class used the High Beginners listening section which contains over 20 audio files covering many of the same themes included in their coursebook (sports, hobbies, family, and food), so the students could recycle known vocabulary and grammar. There are a good variety of native and non-native accents that would be beneficial for TOEIC practice, and the sound clips are free to download. Various comprehension activities and a complete transcript follow each clip. Although the speaking speed seems slow, the students found reductions used in casual speech and the liaison between final consonants and the following verbs difficult. For the teacher, the complete transcripts make cloze activities easy to prepare, albeit there are a few typing errors. (I would recommend switching the order of some of the sentences as a few students memorized the dialogues.)

At present, there are more than 600 audio clips from 2004-2006 on ELLLO for high-beginner, low-intermediate, high-intermediate, and advanced learners. Although the graded clips are one-on-one interviews, in the Mixer section, each of the 48 interview questions has six people giving their viewpoints. In the listening game activities and tasks, students must listen to select what is being talked about. Finally, there is a News Center, offering news clips for academic and test-preparation listening.

Having saved the best until last, I strongly recommend the Google-powered search feature. Of course, it offers the usual search of topics, places of interest, and pronunciation. More importantly, there are options to search for vocabulary, phrasal verbs, grammar, and connectors so that students can see examples of how the search items are really used. Whether for self-study or group projects, these features have many possibilities for discourse and textual analysis. The results can give students an opportunity to focus attention on their specific problem areas.

Web Wheres

The site's links page is worth checking out, too. Besides listening to news and radio programs from around the world, there are sites with videos and movie clips, children reading their own stories, famous speeches in history, and an American-English pronunciation site. Drop by www.elllo.org and see what's on for listening this week!

The Author
Roxanne Silvaniuk *(M.Sc.-TESOL, Aston University) teaches in the English Language and Literature Department at Chosun University in Gwangju. Email: roxannesilvaniuk@ yahoo.ca*

Integrating Teaching and Assessment in the EFL Classroom:

A Practical Guide for Teachers in Korea

Andrew Finch and Dongil Shin
Seoul: Sahoipyungnon, 2005.
Pages: 539. (ISBN: 89-5602-3 Paperback)

Reviewed by Roxanne Silvaniuk

> The focus of this book is therefore on promoting *effective* learning through *enlightened*, classroom-based assessment. This is not an attempt to repair a failing education system, but to provide teachers with a means of incorporating sound and effective learning into their daily practices within that system (p. 17).

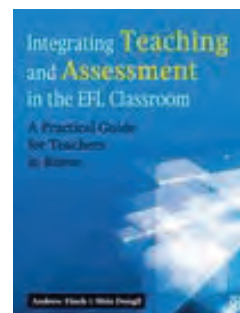While not denying the reality of CSAT, TOEIC, and TOEFL in Korea, Finch and Shin ably demonstrate that student-centered, Classroom-Based Assessment (CBA) can improve teaching - and learning. Ongoing assessment built into lesson content helps teachers know what has been learnt and what needs review. More importantly, teachers have the data, and time, to focus on the individual learner. Most importantly, it helps students become autonomous learners through the use of peer- and self-assessment practice so that they can manage their future learning and self-assessment in a rapidly changing world.

How could a student-centered, CBA program be implemented? The key is flexibility: The authors present a continuum of options to put the teacher on the path to CBA. While the first two chapters do offer background and justification for CBA, teachers could skip to the lesson ideas and templates. Chapters 3 through 5 discuss and offer templates for planning assessment, needs analyses, and teacher reflection. Test Type Items (chapter 6) examines the weaknesses of common types of assessment and exam questions (multiple choice, cloze, etc.). These are then examined with the aim of showing how the application of CBA criteria could improve the exam items so that learners collaborating on them would utilize higher-order thinking skills. Following this, chapter 7 explores the ten types of tasks and how they are well suited to collaborative learning and assessment.

The remaining chapters on assessment (chapters 8 - 11) examine performance assessment for the four skills using evaluation other than tests. The use of portfolios, learner journals, diaries, speaking journals, and group projects are offered as possibilities. There is a "must-do" chapter on setting up a web site and user-friendly, web-based activities for out of class practice.

Making a Test (chapter 13) walks the reader through a group test based on a university textbook with questions created by both the teacher and students. Interestingly, it is an open-book exam: "By allowing students to access the required information in their textbooks, the test questions can focus on higher-order thinking skills, and can ask students to perform tasks with the information, rather than just repeating it" (p. 472). The design and formatting of the questions, marking advice, and student feedback of the exam are included. The final chapter closes with recognition of the teacher's role in evaluation, and the fact that accurate CBA requires and allows for triangulation of data. Continuing the process of encouraging self-assessment, there is also a possibility for students to negotiate their grades.

It is obvious to the reader that great care has been taken in presenting CBA. In a future edition, I would hope more attention is paid to the style of cover. The inner flaps were awkward when flipping between chapters and references. Also, there were more typographical errors present than one would normally expect to find.

Nevertheless, Finch and Shin are to be applauded for presenting this practical, non-threatening, comprehensive resource on CBA and the learner-centered classroom for teachers and trainee teachers in Korea. Even the book format is stimulating and inclusive: Korean introductions to each chapter, Korean and English margin notes, exhaustive book and web resources, fun yet insightful Socratic dialogues, practical and informative explanations, and generous sharing of lesson ideas and templates. The cartoons deserve special mention for their amusing yet poignant messages about the mismatch between the goals and practice of education. By advocating a quiet revolution within the classroom towards more holistic learning, Finch and Shin provide, and challenge, us with thought-provoking solutions.

National Conference 2006: Opening Doors to Learning

By Joy I. Garratt

Against the backdrop of Mt. Taejo and luscious flowering bushes in full bloom, the 2006 KOTESOL National Conference took place at Hoseo University in Cheonan. On May 13, more than 275 attendees gathered to explore the conference theme: "Helping Students Open Doors to Learning."

With 48 presentations to choose from, including plenary sessions given by Dr. Paul Nation and Dr. Sei-Kyung Cho, participants could focus on their choice of age group, curriculum concept, or classroom management topics. Sandy Radtke reflected the typical response of conference-goers to the array of presentations: "Absolutely fabulous . . . informative and rejuvenating."

In the first afternoon plenary, Dr. Cho, a Kyunghee University professor who also heads the Korea Association of Multimedia-Assisted Language Learning (KAMALL), explored "The Use of Podcasts for EFL." He described his own experience of utilizing podcasting as having "really kept [students] motivated and enthusiastic about learning English."

National Conference attendees awaiting the start of Paul Nation's plenary presentation.

Dr. Nation, who flew in from New Zealand (Victoria University of Wellington) to give the second plenary on "Increasing Fluency in Language Use: A Vocabulary Focus," generated excitement by extending his plenary topic in a concurrent session. He stressed the importance of giving students "chunks of useable language early with collocations, combinations of words that occur frequently together." Allan Bruce, a teacher in the immersion English program at Younghoon Elementary School in Seoul, commented, "When I received the e-mail announcing that he would be speaking at the National Conference, I thought, 'I

have to see him again.' Whatever question is thrown at him, he always has an excellent response."

Behind the scenes, more than 50 KOTESOL associates and student volunteers ensured the conference's success and smooth functioning. Choi Woo Sung, an English linguistics student, "realized that there are many ways to teach English to non-native speakers effectively and efficiently, not just one way." Planning to be a teacher in the future, Woo Sung, like many of the other volunteers, was able to attend several sessions and was impressed to see how serious so many foreign English teachers are about improving their teaching abilities.

Registration Manager Jeremy M. Kritt, a KOTESOL member and teacher at Hansu Elementary School in Ilsan, volunteered to serve on the conference staff because "I wanted to be more a part of the KOTESOL community. I believe it's very important for English teachers in Korea to be professionals, to be serious and care about what they do. KOTESOL makes me feel that I'm with other people who find what they do to be meaningful."

Working with the guidance of Conference Chair, Dr. Yeonjin Hahm of Hoseo University, Daejeon-Chungnam chapter members began planning for the National Conference in October, 2005. Chapter President Aaron Jolly, who served as Conference Co-chair and Program Chair, and Chapter First Vice-President Stephannie White, who served as Registration and Guest Services Team (GST) Chair, "extend our deepest gratitude to all planning committee members, speakers, presenters, participants, and volunteers for their contributions and dedication, and to Hoseo University and its staff for their tremendous support."

The Author

Joy Garratt earned her M.A. in Education Leadership and TESOL teaching endorsement at the University of New Mexico, U.S.A. She has taught at Sun Moon University in Asan, Chungnam, and previously at Sunhwa Arts School in Seoul. She has also served the Daejeon-Chungnam Chapter as a vice-president for the last eighteen months. Email: jigarratt@yahoo.com

IATEFL 2006: *"English Understatement"*

By Robert Dickey

I attended the IATEFL conference in Harrogate, England, as the KOTESOL representative April 8-12. This American had never been to IATEFL, and hadn't been to England for nearly 10 years - what better place to challenge my linguistic and pedagogic orientations? IATEFL 2006 was all I had expected, and at the same time, not nearly what I had expected. Sometimes less is more.

Rather than reporting on all the sessions and major functions at the conference, let's look at some highlights. The Harrogate International Convention Centre is a beautiful facility, and some sessions were also held in the adjacent Holiday Inn, but frankly, rooms were scattered hither and yon: a lot of walking, numerous stairs, even down and up simply to get to a room on the same level. Attendance was slightly over 1,500, but numbers and buildings don't tell the whole story. Conferences are about people.

Each day began with a plenary speaker. At 9 a.m., the auditorium was usually about half-full - perhaps
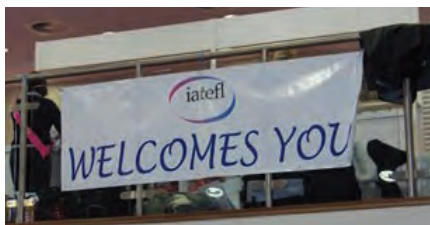
Photo by Christien van Gool

800. After opening ceremonies Sunday morning, Michael Swan started things off by making more than a few people restless. Swan challenged prevailing notions that reduce the teaching of grammar. While endorsing extensive input, he called for the use of concentrated or intensive input (repeated stories, such as nursery rhymes, and formulaic language such as that common at meals and bathtime), saying these are the basis of children's acquisition. Additionally, he claimed that adult learners also need analyzed input - grammar explanations, translations of vocabulary, ear-training, information about pragmatics, etc. The "Sunday sermon," as he described it, was quite an eventful start!

A conference is more than plenary sessions, of course. Morning and afternoon tea breaks gave folks a chance to relax, chat with new and old friends, and browse the more than 40 commercial displays. There was a long lunch break, with meals sold by the caterers, but many went out to local restaurants and pubs. There were afternoon and evening receptions hosted by publishers that included snacks, beer/wine, and information-presentations about new products or forthcoming projects. I came home with an extra bag filled with books and freebies.

What about the concurrent sessions? There were 400

research presentations, workshops, and things in-between - up to 19 to choose from in any given hour! Not many were commercial in nature. I met my former CTEFLA tutor, and really enjoyed his session on the use of "teacher talking time" (TTT). His survey reminded us that "TTT isn't always bad." He used a lecture format, of course (it was a research paper), but it was very much influenced by the "teacher speaks less, learners hear more" orientation.

Conferences are about people.

Each day held panel discussions, generally one in the middle of the day and one in the late afternoon, scheduled against 16-18 other concurrent sessions. These usually included 4-6 "big-name speakers" such as Alan Maley, Caroline Graham, Michael Swan, and Scott Thornbury over a 90- or 120-minute period.

Tuesday included a small memorial service for applied linguist and educationist Dr. Christopher Brumfit (1940-2006), who made a huge impact in English language teaching. Dr. Brumfit died of cancer in March.

On the Saturday before the conference, nearly 40 of the more than 80 organizations affiliated with IATEFL participated in discussions to improve coordination, better understand IATEFL, and learn from each other. On this same day, there were seven pre-conference events with full-day intensive discussions hosted by seven IATEFL Special Interest Groups.

The conference was rounded out with social and cultural events, never neglecting that roughly one-third of the attendees were from Europe rather than the UK: tours of the local area, literature readings from the Yorkshire region (Emily Bronte's *Wuthering Heights* is best known), music, a voice workshop, a dance troupe, storytelling in ELT, even an IATEFL Quiz Show. And of course, the local pubs. We were saved from bells and whistles, and treated to an English understatement. Yes, less can truly be more.

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. Email:* *rjdickey@content-english.org*

TESOL 2006: Daring to Lead

By Allison Bill

After being held up by mid-March fog on a layover and missing a day of pre-convention events, I arrived in Tampa, Florida, to attend the 2006 TESOL Inc. Convention. It was the Tuesday of conference week, and under the theme of "Daring to Lead," I was just in time to attend the Affiliate Leaders' Workshop. Leaders from Nepal, Senegal, Mexico, Japan, and many other countries joined together to talk about how to improve the inner workings of our English teachers' organizations. Talk about a small world - my breakout session was run by a woman from Turkey who came to Korea last fall to present at the 2005 KOTESOL International Conference.

This was just the beginning. On Wednesday, I took along a Korean flag and displayed it for a two-hour block of time when I had a table in the Exhibit Hall. In those two hours, I met a Korean working for a

Allison Bill representing KOTESOL at the TESOL convention.

publishing company - we had met at Jeonju University a couple of years ago when he came to display his books. I also met numerous Westerners who had previously lived and worked in Korea. And, I met a former student from Jeonju University, who was finishing up her PhD, along with her husband, before returning to Korea in the next few months. They want to get involved with KOTESOL. Finally, I met people from several Asian countries trying to build closer relationships with KOTESOL.

On Thursday morning, I attended the Affiliate Assembly, a requirement in order for KOTESOL to retain its Affiliate status. There was little discussion of international issues, with more of a focus on issues that affect U.S.-based ESL teachers. At the end of this session, we were invited to attend TESOL 2007, March 21-24, 2007, in Seattle, Washington. The theme is "Spanning the Globe: Tides of Change."

Thursday evening was a busy one. First, I was able to meet up with faculty, graduates, and students from Saint Michael's College in Vermont, where I completed my M.A. in TESL/TEFL last summer. One of the professors had spent a semester at Jeonju University a number of years ago, and has a Korean wife, so I was able to encourage them to come back to Korea for our upcoming International Conference. It was great to see former professors and classmates.

I had to leave this gathering early, as I, along with representatives from Taiwan, Japan, Thailand, and the Philippines (PALT is one of the newest members of TESOL) had been invited to a private dinner with TESOL's then President-Elect Jun Liu and TESOL Executive Director Chuck Amorosino. Jun Liu ascended to President at the end of the conference, and one of his main goals this year is to see an increased focus on Asia in TESOL - hence the TESOL International Summer Academy in Seoul this July.

Overall, I had a great time connecting with people (and of course found some time to attend sessions as well!). However, I think that we offer as good of a product at the KOTESOL International Conference, with many opportunities to meet new people and learn new things - and for a lot less money! I hope I'll see you all this coming October 28th and 29th at Sookmyung Women's University in Seoul as we seek to fulfill our conference goal of "Advancing ELT: Empowering Teachers, Empowering Learners."

The Author

Allison Bill recently completed her M.A. in TESL/TEFL (Saint Michael's College, Vermont, USA). She has taught ESL in France and FSL (French) in Canada. Now at Jeonju University, her teaching and research interests include teacher training and development, and vocabulary acquisition. Allison is a native of Ottawa, Canada. Email: allison_bill1@gmail.com

KOTESOL 2006 National Budget

Approved: December 11, 2005   Unit: 1000 KRW

Opening Balance
010. Balance as of January 1, 2006 (est.)	**110,000**

Income
110. Dues: Individual Memberships		28,500
Regular (650 x 40 won)	26,000	
Student (25 x 20 won)	500	
Lifetime (5 x 400 won)	2,000	
120. Dues: Organizational Partners		29,000
Donators (2 x 5,000)	10,000	
Associates (17 x 1,000)	17,000	
TTAs (4 x 500)	2,000	
150. Advertising (TEC, Journal, Proceedings)		500
158. Interest on Funds		2,500
170. Brand Item Sales		2,000
180. Conference Net Revenues (excluding memberships)		0
181. International Conference Advance Reimbursement		30,000
190. Chapter Event Advance Reimbursement		5,000

Total Income	**97,500**

Expenses
300. Chapter Support		**29,250**
310. Chapter Dues Shares (50% of Individual Dues)	14,250	
311. National Conference Support Grant	2,000	
312. Regional Conference Grants	3,000	
313. Special Event Grants	3,000	
314. Special Event Advances	5,000	
319. Chapter Exigency Support	2,000	

320. Officers' Discretionary Fund Allocations		**3,150**
321. President	500	
322. 1st Vice-President	300	
323. 2nd Vice-President	400	
324. Secretary	200	
325. Treasurer	400	
326. Conference Committee Chair	200	
327. Conference Committee Co-chair	200	
328. Organizational Partners Liaison	600	
329. Elections & Nominations Committee Chair	350	

340. Department Allocations		**58,310**
341. National Program Committee	8,860	
342. Culture Committee	2,300	
343. Technologies Committee	2,300	
344. Research Committee	2,150	
345. Publications Committee	26,300	
346. Domestic Relations Committee	400	
347. International Affairs Committee	8,300	
348. Membership Committee	2,200	
349. Publicity Committee	3,700	
350. Database Services Committee	300	
360. Conference Committee	1,500	

440. Council Meetings (3)		**2,600**
441. Travel	2,000	
442. Refreshments	300	
443. Site Usage	300	
445. Leadership Retreat		5,000
450. Chapter Leaders' Meeting		1,000
460. Officers' Domestic Travel		1,500

500. Office Matters		3,000
510. Office Supplies, Fees, etc.	1,000	
511. Awards, Gifts, etc.	2,000	

710. Equipment Purchases	1,000
810. International Conference Advance	30,000
820. Chapter Event Reimbursement for Donator Participation	4,000

Total Expenses	**138,810**
Gain / (Loss)	(41,310)

Year-End Balance (December 31, 2006)	**68,690**

Significant Changes from 2005 National Budget

▪ Income

110. Dues: Individual Members +8,000; 120. Dues: Organizational Partners -3,000; 170. Brand Item Sales +2,000 (from 2005 purchases).

▪ Expenses

310. Chapter Dues Shares +4,000 (reflecting membership increase); 342. Culture Committee +2,300 (newly established); 345. Publications Committee +3,000 (reflecting membership and printing increases); 347. Intl. Affairs Comm. Conference Travel Grants +1,500 (new: ELLTAS, MELTA/PALT; increased: FEELTA); 348. Membership Committee -3,000 (no brand item purchases).

KOTESOL In Action

Edited by Maria Lisak

Special Interest Groups

CALL SIG

By Samuel Henderson

The group's facilitator, Sam Henderson, presented at Suwon Chapter's May 20 workshop. The CALL SIG is looking for opportunities to visit chapter meetings and share insights on effective use of new technologies in language teaching. To find out more go to groups.yahoo.com/group/KOTESOLCALLSIG.

Christian Teachers SIG

By Heidi Vande Voort Nam

April was a busy month for the CT-SIG. Heidi Vande Voort Nam visited the Busan Chapter meeting and introduced hospitality as a goal for language learning. Participants in the meeting exchanged teaching ideas for cultivating hospitality. April also saw the launch of CT-SIG local discussion meetings in Busan and Seoul. The discussion in Busan on April 8 centered on how Christian teachers connect their faith to their work, and also touched on the tension between evangelism and cultural imperialism. The Seoul discussion on April 15 focused on handling cross-cultural misunderstanding in a Christian way. Our next CT-SIG discussion meeting in Seoul will be on Saturday July 15 at 5:10 p.m., following the Seoul Chapter meeting. We will be discussing "The Right Book," an excerpt from David Smith and Barbara Carville's seminal work *The Gift of the Stranger: Faith, Hospitality, and Foreign Language Learning*. The excerpt is available online at http://www.calvin.edu/academic/spanish/class/artic_rb.htm. Participants are encouraged, but not required, to read the article before the meeting. Members of the CT-SIG have also proposed holding CT-SIG meetings in Daejeon and Gwangju. Contact Heidi Nam at heidinam@gmail.com for further information.

ELT Leadership & Management SIG

By Brett Bowie

The ELT Leadership and Management (ELM) SIG is a forum designed to support enthusiastic, but sometimes isolated, teachers who have become coordinators or supervisors. The concept is simple: Create a knowledgeable collective of ELT coordinators and supervisors, and teachers aspiring to become ELT coordinators, for their respective programs; provide a secure forum where these people can share and disseminate relevant information pertaining to their jobs; discuss and post effective ideas and solutions to common situations or issues that often occur in leadership and management positions - all this while also respecting the privacy, confidentiality, and/or commercial sensitivities of the specific schools and persons involved. End result: Everyone benefits - the individuals on the board, their teachers and management, their schools, and ultimately, the students in their program.

We currently have 21 members, and you are encouraged to join us. To date we've chatted about a few interesting issues relating to ELT leadership and management and exchanged useful information. I envisage the board with 100+ members and a board that continues to create pertinent, relevant, succinct information for the busy people involved in it. The National Conference held an ELT Leadership and Management Roundtable discussion. This interactive workshop was designed to raise and discuss a few of the high priority issues involved in ELT leadership and management.

Global Issues SIG

By Jack Large

Global Issues SIG, always viewed from the facilitator's chair in the wide-angle, has sharpened focus on several events and activities this spring. We presented in Gwangju and Cheonan on cultural forms in art. We are even more excited about taking poetry on the road with Charles Potts, beginning June 1. With over 20 titles to his credit, and with his intellectual stance having one foot in academe and one in a broader, popular form of poetics, plus four decades of reading the length and breadth of the United States, he stands at the top of his class. The reading series opened in Daegu at Francesco, followed by appearances at Busan National University's International English Education Center and at the Gwangju International Center. The last gig in the series was at the Gyeonggi English Village, Paju Camp. The SIG acknowledges instrumental support in producing these events from Kim Tae-gyeong, Jake Kimball, Bob Snell, Andy Wilcox, David Gallant, Maria Lisak, Shin Gyonggu, Steve Garrigues, Anne Hilty, and Carl Dusthimer.

Asian Youth Forum (AYF) support is a central objective of GI-SIG. The Bangkok Pan-Asian Conference in January will be the next event, and an effort is underway to articulate some special Korean elements.

Research SIG

The R-SIG website is at http://www.kotesol.org/rsig/. If you would like to join the R-SIG discussion forum, please visit the following Yahoo group to register:

http://groups.yahoo.com/group/KOTESOLRESEARCHSIG/.

Spirituality in ESL SIG

By Greg W. Brooks

The Spirituality in ESL (SiESL) SIG holds meetings on the first Tuesday of every month from 7 to 9 p.m., a ten-minute walk from Nambu Terminal Subway Station (Orange Line, Exit 3). Our meetings provide a way to explore how spirituality relates with ESL curriculum and teaching pedagogy, as well as creating opportunities to meet like-minded teachers and to develop more values-oriented curricula.

At our first meeting, we talked about subjects we would like to examine further. Some ideas already put forward include the exploration of universal spiritual themes and how they might be applied to and augment our profession; the importance of emotional intelligence in teaching ESL with special emphasis on the inner qualities of teachers; the difference between spirituality and religion in education; multiple intelligences; using Nonviolent Communication (www.cnvc.org) in various levels of English lessons; meditation and prayer in the classroom; the effect of Joseph Campbell's *Hero's Journey* on storytelling; the role of shopping and materialism in contemporary curriculums; goal setting; the development of SAT vocabulary materials with more values-oriented stories, such as variations on *Simon's Saga*, by Philip Geer; the development of graded readers on the lives of lesser well-known spiritual leaders such as Peace Pilgrim (USA), Vinoba Behave (India), and Sister Chang Khong (Vietnam); balancing student and teacher-centered learning/teaching; discussions of social change issues, such as race, gender, class, sexual orientation, and many others.

Whatever your religion, beliefs, or background, there is space for you in our SIG. If you like, please bring to our meetings an open-minded, scientific, curious, creative, and imaginative attitude, as this might often be the food that nourishes our explorations. In addition to our monthly meetings, or if you can﹒t attend but still want to participate, you can join our Google Group at http://groups.google.com/group/Spirituality-in-ESL-SIG.

Teacher Education and Development SIG

By Kevin Landry

There have been four areas of discussion recently: developing debate skills, raising English abilities at our institutions, short-term contracts, and the effect that being in Korea for long periods has on native English speech.

Robert Dickey, Tory Thorkelson, and Kevin Landry were interviewed for a *Korea Herald* article regarding the effect that being in Korea for long periods has on native English speech. Follow-up discussion included cautionary stances by Dr. Marilyn Plumlee, who countered the article's slanted stance with ﹒teachers exert explicit efforts to maintain exposure to and use of sophisticated English language through a variety of means﹒ and ﹒a long-time resident has a lot of advantages for employers and students.﹒ Joy Garratt mentioned that institutions often marginalize teachers from participating in faculty life by limiting the possibilities of long-term professional advancement at one institution.

Another popular topic was debate. Members offered insights on simplified versions of American-style formal debating in a Korean student context, ideas from *Discovering Debate* by Lubetsky, LeBeau, and Harrington, and recommended useful links for teachers who teach debating.

Vocabulary Acquisition SIG

Details soon available online at www.kotesol.org/vocab-acq. Contact the facilitator, Kevin Parent, at ksparent@yahoo.com to learn about this new SIG.

Writing & Editing SIG

Check online through our bulletin board at http://groups.msn.com/KOTESOLWESIG/. For more information contact the new facilitator, Tyrone Marsh, at innerenglish@gmail.com to join.

Young Learners SIG

By Jake Kimball

We're open for discussion and information sharing. In recent months, we have chatted up English villages in Korea, placement testing, extensive reading, high school exams, etc. There is an on-going effort to stimulate YL-related growth at the International Conference. It has been recommended that a "YL Zone" be created, meaning an area dedicated to YL workshops and catering to the needs and interests of YL teachers. As YL presentations are still in demand, all YL-SIG members are encouraged to write up a proposal for the International Conference. The deadline is June 30. Plans are now in the works for a quarterly YL-SIG newsletter. If you want to collaborate on this project, get in touch. Also on the agenda is our third annual YL-SIG Symposium. The venue and date have yet to be decided, but we are in the planning stages already. Get involved and let﹒s make this one bigger and better than ever! Contact me at ilejake@yahoo.com.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Todd Vercoe

It has been another busy spring here in Busan-Gyeongnam. We have made some small schedule adjustments and have been treated to some fantastic speakers. Our meeting days are now the fourth Saturday of each month. We hope to attract more Korean High School teachers who have this day off. We welcomed Steve Garrigues in March and Heidi Vande Voort Nam in April. By all accounts, everyone enjoyed the workshops. For May's workshop, our National 1st Vice-President, Dr. Marilyn Plumlee, presented on action research.

For the second year in a row, the Asian EFL Journal held its annual international conference at Dong Seo University, and Busan-Gyeongnam KOTESOL was one of the proud sponsors. This conference, entitled "Task-Based Language Teaching: A Superior Teaching Approach - Or Temporary Trend," brought in some of the best researcher/educators in the world.

Cheongju Chapter

By Jean Paquette

On April 29, Cheongju Chapter enjoyed Linda Fitzgibbon's presentation on "Accelerated Learning." Linda delivered on her promise to teach our Chapter things that could easily be incorporated in our classroom, even if many of us work within a private language school framework. We were also happy to welcome new attendees to our meeting this spring. If you have any comments, please contact the executive committee at cheongjukotesol@yahoo.com.

Daegu-Gyeongbuk Chapter

By Julie Stockton

Welcome back to another great spring semester with KOTESOL. The Daegu-Gyeongbuk Chapter brought us all back together again with some truly enriching chapter meetings. In March, Heebon Park-Finch presented a workshop on cross-cultural issues. The interaction and humor were a super way for us to discuss and learn about common misunderstandings and cultural do's and don'ts. She shared some great stories that most of us could either relate to or laugh about. (If you hear that she's speaking somewhere, you won't want to miss her.) It was a fun, relaxing, and informative meeting.

Our April workshop was another great success. We all need and use presentation skills - from speaking in front of students and colleagues to teaching speech

classes. Mary-Jane Scott provided some great tips and handouts on teaching presentation skills. The most obvious, but often ignored, advice was "prepare, prepare, prepare." Mary-Jane's well-prepared presentation provoked a lively debate on the use of scripts. It's always good and entertaining to participate in lively professional discourse.

You are invited to join us on the first Saturday of the month. Check out our web site for more information: www.kotesol.org/daegu.

Daejeon-Chungnam Chapter

Thank you for your support at the 2006 KOTESOL National Conference, which was a great success. We are also planning a very busy schedule for the remainder of 2006 with regular workshops at WLI (Woosong University's Language Institute) in Daejeon, a symposium or two, and a Thanksgiving event in Cheonan. Workshops were held in Daejeon on March 4 and in Cheonan on April 22. We provide an atmosphere of warmth and hospitality at our events. Come join us and become part of our exciting chapter!

Gangwon Chapter

By Chris Grayson

We have a great little group convening monthly up in Sokcho. Our agenda is simple: to offer a forum for teachers to meet and share expertise. Details of recent meetings and upcoming events are viewable on our revamped web page at kotesol.org. Credit for the new look goes to Lance Kelly, our "web bloke."

Gangwon Chapter is just a modest outpost of national KOTESOL but a viable and valuable entity. First-time visitors tend to like what we offer and end up returning. As participant numbers warrant, we plan to broaden our scope with more outside speakers. Our meetings are casual, informative, and jargon-free. Expect a good bit of laughter. We also have a recent trend of members bringing homemade snacks. We have an ongoing free book exchange, and meetings generally carry over into dinner and drinks. We offer a seriously useful teacher talk and a friendly mix. Check us out.

Gwangju-Jeonnam Chapter

By Maria Lisak

New officers were elected at the March workshop. We still need a chapter secretary. For KOTESOL to be successful, we need your participation. Please volunteer.

Gwangju-Jeonnam Chapter continued to promote

KOTESOL through the Gwangju International Center (GIC) Talk Series by sourcing a monthly presentation on a culture related topic. On March 11, Gwangju KOTESOL brought two events to 80 community attendees. At GIC, Miso Kim presented on international marriage. Up the street at Chosun University, an academic workshop with a paper by Derrick Nault and practical workshop by Kira Litvin was hosted. Gwangju Chapter also sponsored Todd Vercoe to lead a workshop for the Gwangju Board of Education on April 14. The Gwangju Spring Conference on April 15 was a great success. World music and munchies were available in the Ali Farka Toure Memorial Poster room in between three hours of 18 different papers and workshops. Check out conference highlights online. May's GIC talks included Dr. Gyonggu Shin, speaking on the May 18th (1980) Gwangju Incident, and the Chilean Ambassador as well on May 20. The Global Issues SIG, Gwangju Chapter, and GIC are excited to host poet Charles Potts on June 3 at GIC. An academic workshop will be held on June 10. Please check our website for details: www.kotesol.org/gwangju.

During July and August, Gwangju Chapter will not host any academic workshops, but encourages members to connect with others in our community by attending the weekly GIC Talk Series and the monthly GIC Cultural Tours. Please contact Maria Lisak, GIC/KOTESOL Liaison, kotesolmaria@yahoo.com, if you are interested in giving a cultural presentation during July or August at GIC. Gwangju Chapter academic workshops will start again on September 9.

North Jeolla Chapter

By Ingrid Zwaal

We started this year with a presentation on how to do presentations in an effort to give members more confidence in doing their first presentation. Everyone has something valuable to share with others and should be encouraged to step up and teach. Another presentation was done on using "Go Fish" as a teaching tool. We met at Daehan Bookstore in downtown Jeonju on March 11.

On the afternoon of April 8, we had our second annual conference. This year it was held at Jeonju National University of Education. We had over a hundred participants and eleven presenters. Our theme was "Practical Activities for the English Classroom, " and everyone seemed to enjoy the conference.

Our next meeting will be on June 3, the first Saturday of the month instead of the second Saturday to accommodate those who work at universities in case they are leaving for summer vacation or are too busy with exams. It will likely be held at Daehan Bookstore, too.

Seoul Chapter

By Mary-Jane Scott

Seoul Chapter executive has been hard at work planning our May Conference. We had nine presenters lined up to give us their expertise in classroom management on May 27.

The Seoul Chapter publication, *ASK* (*About Seoul KOTESOL*), has been published on a regular basis, thanks to our editor Alex Pole. The May issue of *ASK* will be combined with the May Conference program to provide readers with a super edition of bedside reading. Our regular Saturday workshops continue to provide members with inspiration and innovative ideas for our classrooms. In March, Mackenzie Bristow showed us how to use learning contracts as a way to involve learners actively in the learning process and to encourage them to become more responsible for their language acquisition. Our April workshop was an ideas exchange where members gave 10-minute presentations about plans, methods, and strategies that worked.

Suwon-Gyeonggi Chapter

By Kim Young Ki

Suwon-Gyeonggi Chapter held its first chapter meeting this year on April 15 at its usual location, Suwon University. The eighty attendees learned about the elements of debate from Peter Kipp. This interesting lecture discussed the value of English debate as a learning activity and as a potential way to actively participate in the growing use of English as a world language, a means of intercultural communication and understanding. The presentation outlined the history of English debate in Korea and the Asian region as well. He introduced how to set up a club, as there are not many debate clubs in Korea. Final lessons included that the debate club can help students improve logical thinking as well as their language ability. Some audience members thought that debate would be too difficult for teachers in middle and high school, but were still satisfied about learning new methods for our students. In May, Samuel Henderson did a stellar job presenting on "Assessing vocabulary knowledge in five minutes   or   less."

Quote to Ponder

"Self-development will never take place without the perceived need for it."

Michael J. Wallace
Action Research for Language Teachers
Cambridge University Press, 1998

Who's Where in KOTESOL

Compiled by David E. Shaffer

The National Council

National Officers

Louisa T.C. Kim, President. Daejeon No-eun Elementary School and MaxMet, Inc., Expotel 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) 010-7181-8068, 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. Hannam University, English Language and Literature Dept., Daejeon. (W) 042-629-7330, (H) 042-476-0654 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

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_bill1@gmail.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. Hyechon 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, 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@gmail.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

Maureen Parker, President. Sogang Language Program

Institute, Cheongju. (W) 043-297-9200/1, (WF) 043-296-9201, (C) 010-5842-2595, Email: maureenparker@hotmail.com

Kevin Landry, Vice-President. Hongik University, Jochiwon Campus. (W) 041-860-2692, (WF) 041-863-2648, (C) 016-373-1492, Email: lklandry@gmail.com

Eva Szakall, 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: pamspower@hotmail.com

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

Brian Kennedy, Webmaster. YBM Academy, Cheongju. (C) 010-6432-2164, Email: kennedybrian@juno.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. Gyeongsang National University, Jinju, Gyeongsangnam-do. (W) 055-751-2880. Email: frskorea@yahoo.com

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

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

Yung-ho Park, Webmaster. Daegu Convention and Visitors Bureau, Daegu. (W) 053-956-8004, (C) 016-521-8006, Email: yunghop@hotmail.com

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

Tae-Hee Kang, Council Member. Gumi Trade, Gumi, Gyeongsangbuk-do. (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, 1st Vice President. Hoseo University, Cheonan Campus; Dept. of English, San 120-1 Anseo-dong, Cheonan, Chungcheongnam-do 330-713. (W) 041-560-8182, (C) 010-5871-1969, (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 Hyunchul Joo, Treasurer. Daejeon. (H) 042-536-3769, Email: tonyhj@kornet.net, tonyhcj@hanmail.net

Deborah Tarbet, Secretary. Hoseo University, Cheonan Campus; Dept. of English Lang. & Lit., San 120-1 Anseo-dong, Cheonan, Chungcheongnam-do 330-713. (W) 041-560-8180, (C) 010-7561-0887, Email: deborahtarbet@hotmail.com

Gavin Peacock, Membership Coordinator. Sunmoon University, Galsan-ri, Tangjeong-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@oddpost.com

Maggi Carstairs, Member-at-Large, Woosong University Liaison. (C) 0107-736-5539, Email: Maggi_carstairs@yahoo.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: gspecht@gmail.com

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

Gwangju-Jeonnam Chapter Officers

Dr. Yeon-seong Park, President. Chonnam National University, Dept. of English Language & Literature, 333 Yongbong-ro, Buk-gu, Gwangju 500-757. (W) 062-530-3121, (C) 016-9601-9804, (H) 062-575-0804, Email: pyspark@yahoo.com

Billie Kang, Vice-President. Ilgok Elementary School. 820-1 Ilgok-dong, Buk-gu, Gwangju 500-865. (W) 062-570-6147, (C) 011-9220-1289, Email: billiekang@hotmail.com

Kimberly MacDonald, Treasurer. Honam University, ICEC, 59-1 Seobong-dong, Gwangsan-gu, Gwangju 506-714. (W) 062-640-5641, Email: sprigglediggle@hotmail.com

Young-Im Kim, Secretary. Gwangju University, Storybook Center. (C) 011-9831-9889, Email: storybookcenter@yahoo.co.kr

Sejung (Diane) Kim, Membership Coordinator. Korea National Cyber University. (C) 016-658-4203, (H) 062-973-9521, Email: diane_sejung_kim@hotmail.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) 010-3144-0562, 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. 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. Gyonggu 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. Email: english58@hanmail.net

Perry B. Perry, Advisor. Honam Theological University and Seminary, 108 Yangrim-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, (C) 011-650-2957, (H) 063-284-2954, Email: scottietoy@yahoo.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: kkimmie1029@gmail.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

Mary-Jane Scott, President. Soongsil University Language Center, Seoul. (W) 02-820-0774, (C) 011-9539-0098, Email: mjinkorea@gmail.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: kihongkim20032 @yahoo.com

Jennifer Young, Secretary. Elite Educational Institute - Bundang, Seongnam City, Gyeonggi-do. (W) 031-719-4081, (C) 010-2660-2071, Email: waegoogin@yahoo.com, jenniferteacher@gmail.com

Ksan Rubadeau, Treasurer. Korea University, IFLS, Anam-dong, Seongbuk-gu, Seoul 136-701. (W) 02-3290-2945, (WF) 02-921-0069, Email: ksanrubadeau @hotmail.com, zoeksan@yahoo.ca

Azucena Bautista, Membership Coordinator. Gyeonggi-do Institute for Foreign Language Education, 9-26 Hakhyeon-ri, Anjung-eup, Pyeongtaek, Gyeonggi-do 451-882. (C) 010-7519-2202, Email: bautista.azucena @gmail.com

  Membership Desk Email: seoulmembership@yahoo .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. (C) 016-823-2071, Email: alexpole @hotmail.com

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

Gwen Atkinson, Hospitality. Soongsil University Language Center, Seoul. (C) 010-3158-4193, Email: gwenniea@yahoo.com

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

Tory S. Thorkelson, Immediate Past President. Hanyang University, Seoul. (W) 02-2220-1849, (C) 010-7738-0778, Email: thorkor@canada.com, thorkor@hotmail.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

Soon-a Kim, Treasurer. Kunja Elementary School, 1579 Geomo-dong, Siheung, Gyeonggi-do 429-881. (W) 031-487-6494, (C) 555-2117, Email: dreamksa@naver.com

Chang Myounghwan, Secretary. Ansung Girl᾿s High School, 110 Sinsohyeon-dong, Anseong, Gyeonggi-do 456-380. (W) 031-674-1913, (C) 011-9184-0498, (H) 031-665-2553, Email: r028@chol.com

Seungwook Park, Outreach Coordinator. Suwon Foreign Language 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

Young Ki Kim, Member-at-Large. Gyeonggi-do Institute for Foreign Language Education, Pyeongtaek, Gyeonggi-do. (C) 019-267-8793, Email: ko-mat@hanmail.net

KOTESOL Departments

Special Interest Groups (SIG)

CALL SIG

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

Christian Teachers SIG

Heidi Vande Voort Nam, Facilitator. Chongshin University, Seoul. (H) 02-584-1984, (C) 010-3007-1984, Email: solagratia1@hotmail.com

Global Issues SIG

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

ELT Leadership & Management SIG

Brett Bowie, Facilitator. Oxford University Press, Seoul. (C) 018-444-6977, Email: saxon_bee@yahoo.com

Research SIG

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

Spirituality in ESL SIG

Greg Brooks-English, Facilitator. Dongguk University, Seoul. (C) 010-3102-4343, Email: brooksenglish@yahoo.com

Teacher Ed. & Development SIG

Kevin Landry, Facilitator. Hongik University, Jochiwon Campus, Jochiwon, Chungcheongnam-do. (W) 042-860-

2692, (C) 016-373-1492, Email: lklandry@gmail.com

Vocabulary Acquisition SIG

Kevin Parent, Facilitator. Hannam University, Daejeon. (W) 042-629-7330, (H) 042-476-0654 Email: ksparent@yahoo.com

Writing & Editing SIG

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

Young Learners SIG

Jake Kimball, Co-facilitator. ILE Academy, Daegu. (W) 053-782-2330, (C) 010-7181-8068, Email: ilejake@yahoo.com

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

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) 010-3144-0562, Email: kttcoordinator@yahoo.com

Membership Data Services

Stephen Bew, Database Manager. Sookmyung Women's University, Seoul. (C) 010-4448-1205, Email: forstephen@mail.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) 010-3144-0562, Email kotesolmaria@yahoo.com

E-Newsletter Services

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

Korea TESOL Publications

Korea TESOL Journal

Dr. Hee-Jeong Ihm, KTJ 2005-06, 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 E. Jackson, KTJ 2005, Managing Editor. Gyeonggi-do Institute for Foreign Language Education, Pyeongtaek, Gyeonggi-do. (C) 010-2602-7720, Email: sjackson46@lycos.com

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: margolis@hawaii.edu, margolis@igse.ac.kr

Dr. David E. Shaffer, KTJ 2005-06, 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.]   ⊕

Online Membership Application

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

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

World Calendar

Compiled by Jake Kimball

Conferences

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

Oct 7-9, '06 International Association for World Englishes: "Theory and Application: World Englishes in World Contexts." Chukyo University, Nagoya, Japan. (Email) dangelo@lets.chukyo-u.ac.jp (Web) http://we.lets.chukyo-u.ac.jp/iawe2006

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/

Nov. 10-12 '06 The 15th International Symposium and Book Fair on English Teaching: "Border Crossings: EFL/ESL/EIL/ or EGP/EAP/ESP." Chien Tan Overseas Youth Activity Center, Tapei, Taiwan. (Email) etaroc2002@yahoo.com.tw (Web) http://www.eta.org.tw

Submissions

2006 Asia TEFL International Conference

Spreading Our Wings: Meeting TEFL Challenges

Seinan Gakuin University

Fukuoka, Japan

August 18-20, 2006

Email: asiastefl@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 대한영어교육학회.

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.

KOREA TESOL
Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above."
Long answers may be shortened. Use abbreviations if necessary.
Please complete this form in English; and also include Hangeul if possible.

☐ New membership   ☐ Membership renewal   ☐ Change of address / information

Type of membership: ☐ International (US$60.00/year)
☐ Individual (40,000 won/year)   ☐ Lifetime (400,000 won)
☐ 2-Year Individual (75,000 won/2-year)   ☐ Undergraduate Student (20,000 won/year, attach ID)

Payment by ☐ Cash ☐ Check ☐ Online transfer   *Please make online payments to* "대한영어교육학회 (KOTESOL)"
at Kwangju Bank (광주은행), *account number 004-107-002321. If you transferred funds online, please indicate:*
Bank Name:_____ City:_____ Date of Transfer:_____

Family name:_____ Given name:_____ Title:_____

Once the transfer is completed, please inform the Treasurer at: disin@ chosun.ac.kr

Chapter Affiliation (check only one): ☐ Seoul ☐ Suwon-Gyeonggi ☐ Cheongju ☐ Daejeon-Chungnam ☐ Gangwon

☐ Daegu-Gyeongbuk ☐ Busan-Gyeongnam ☐ North Jeolla ☐ Gwangju-Jeonnam ☐ International

Confidential: ☐ YES or ☐ NO *(If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)*

Email address(es): _____ , _____

Telephone: Home Phone: (_____)_____ Work Phone: (_____)_____
       Fax: (_____)_____ Cell Phone: (_____)_____

Work Address:
_____
   School / Company Name
_____
   Address Line 1
_____
   Address Line 2   ┌──────────────┐
                                                        │   │
_____   └──────────────┘
   City / Province / Country   *POSTAL CODE*

Home Address:
_____
   School / Company Name
_____
   Address Line 1
_____
   Address Line 2   ┌──────────────┐
                                                        │   │
_____   └──────────────┘
   City / Province / Country   *POSTAL CODE*

To which address would you prefer KOTESOL mailings be sent? ☐ Home ☐ Work (Please complete both areas.)
Please check all those areas of ELT that interest you:

☐ Global Issues   ☐ Elementary Education   ☐ Teacher Development
☐ Reading/Writing   ☐ Secondary Education   ☐ Learning Disabilities
☐ Speech/Pronunciation   ☐ Post-Secondary Education   ☐ Inter-cultural Communication
☐ Video   ☐ Testing   ☐ Adult Education   ☐ Applied Linguistics
☐ CALL   ☐ Intensive English Programs ☐ Research
☐ Christian Teachers   ☐ Teaching English to the Deaf ☐ Other: _____

   Date:_____ Signature:_____

Send this form to: (Fax) 0505-505-0596 or (Email) : kotesol@ asia.com
Anyone can join KOTESOL by attending a local chapter meeting.

Apply Online: www.kotesol.org/forms/memberform