



KOTESOL
대한영어교육학회

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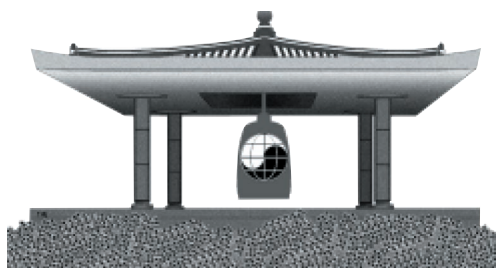
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**Professional Development
in Unexpected Places**
Bill Snyder



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

THE ENGLISH CONNECTION

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

Building a Successful Content-Based Course

By Tory Thorkelson

Possibly inspired by the principles of Communicative Language Teaching that were favored in the 1980s, Content-Based Instruction (CBI) offers students and teachers the freedom to focus their attention on content, or subject matter, of interest to them, while utilizing the target language as the medium of instruction in order to improve their English. This article highlights a number of CBI models of instruction that are popular at the university level and showcases examples through the classes proposed, designed, and taught by the author at Hanyang University for a minimum of a couple of semesters to seven years, in one case. The article concludes with specific

Continued on page 8.

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*Energizing ELT:
Challenging Ourselves,
Motivating Our Students*

October 27-28

Sookmyung Women's University, Seoul

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June 2007

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THE ENGLISH CONNECTION

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

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KOTESOLers on the Go and Hard at Work



In past messages, I have focused on professional development goals and KOTESOL's mission. For this issue, I would like to highlight the numerous activities going on around KOTESOL and the initiatives underway to address some of the issues facing KOTESOL.

KOTESOL's members have been exceedingly busy this past semester organizing events, preparing papers for presentations, and pursuing their own professional development by attending these various events throughout the peninsula. In addition to the monthly chapter workshops, there has been the Seoul, Gwangju, and North Jeolla Chapter Conferences, the Young Learners and Teens Conference, and most recently, our National Conference in Daegu.

President's Message

The members of the Conference Committee for our annual International Conference have been holding monthly meetings since March, and plans are well underway to hold a stellar event again this year. Mark your calendars now to be in Seoul on the weekend of October 27-28 for our big event of the year. Ten invited speakers from overseas headline the event and 120 papers, many by overseas presenters, have been selected for presentation over the two-day event. The presenters all recently received notification of their acceptance from the program committee. Thanks to Don Rikley, Conference Program Chair, and all the proposal reviewers for your timely work. Online pre-registration for all members starts on August 1st.



Our newly designed web site is scheduled to be activated in June. (A big thanks to Joshua Davies, our National Webmaster, for all his efficiency in getting this up and running!) One feature which members are sure to find helpful is the ability to join, renew, and update their address and chapter affiliation information whenever changes occur. Since each member will have the ability to log on to keep all information current, this should ensure that you receive all print mailings and electronic messages in a timely manner. Each member will be able to log on individually to make updates as needed.

I am pleased to announce that Jim Kapper has accepted to serve as the new Membership Committee Chair. Jim brings great organizational skills to this challenging position and will now be overseeing your membership services. Welcome aboard, Jim! KOTESOL members, please bring any concerns or suggestions you have regarding membership issues to Jim's attention. (See the Who's Where in KOTESOL section of this issue for his contact information.)

The KOTESOL National Council held a spring meeting on May 5th in Daejeon. As KOTESOL has grown and its tasks have become more complex and its membership more diverse, it has become apparent that some gaps and issues in governance need to be addressed. Thus, Immediate Past President Louisa Kim is heading the constitution committee. The plan is to announce proposed changes in the September TEC and put them to a vote at the Annual Business Meeting in October at the international conference.

Marilyn K. Plumlee, Ph. D.
Korea TESOL President

Another important initiative is being handled by Tory Thorkelson, our Nominations and Elections Chair. Tory is convening a committee to investigate

a method by which KOTESOL members who do not attend the international conference can participate in some form of absentee balloting for officers and other issues on the ballot.

These brief capsule reports only begin to give an idea of all the activity going on around KOTESOL. As a professional association whose activities are entirely organized by volunteers, we are always seeking an infusion of new energy and new ideas. I encourage each and every member of KOTESOL to think about your areas of expertise, then to contact your chapter officer or one of the national officers to let us know what you can contribute to the workings of the organization.

Finally, since this is the summer issue of TEC, I want to wish all of you invigorating, refreshing experiences during the summer season, however you opt to spend your time, and I look forward to seeing you at our international conference, which will come soon on the heels of the beginning of the fall semester.



2007 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is offering the following 2007 research grants:

Two to four major research paper grants of 250,000 to 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year of the awarding of the grant, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion. Applications presently being accepted.

For further information, contact
Research Committee Chair David Shaffer at
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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:

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Submissions are being accepted for publication in

Korea TESOL Journal, Volume 10.

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

For Your Summer Escape



For your reading pleasure, we bring you the summer issue of *The English Connection*. This issue comes to you just in time to help you escape the summer heat and humidity of the monsoon season. *The English Connection* is Korea TESOL's quarterly publication and is delivered four times per year: March, June, September, and December. The articles are written by our members. Thus, I extend to each of you the invitation of contributing in a way commensurate with your skills and abilities. Peruse these pages, digest its contents (as my high school French teacher always eloquently suggested), and decide where you can best lend your pen.

Between the Covers

- Content-Based Instruction is the topic of the feature article. Tory Thorkelson reveals the process and procedure behind the development of CBI courses at his university. He also details the successes and shortcomings of the courses. This topic comes at a perfect time, as more and more classroom teachers are contributing to the development and content of their courses.
- In the *President's Message*, Dr. Marilyn Plumlee documents the energy and activity that makes KOTESOL the organization it is. A number of enhancements are under way to make KOTESOL more efficient and transparent. Read Dr. Plumlee's message and find out about planned or completed initiatives.
- *Presidential Memoirs* covers Jeong-ryeol Kim's 1994-1995 term as President. Although his term has long since been completed, Dr. Kim remains active as the Domestic Relations Committee Chair. In *Membership Spotlight*, we get to know more about Heidi Vande Voort Nam. Heidi first arrived in Korea in 1997 and is a mover and shaker in KOTESOL.
- Bill Snyder, in his *Professional Development* column, reflects on learning moments, those unsuspecting opportunities to make lemonade out of lemons. In *Grammar Glamour*, Ksan Rubadeau tackles the question that so many students ask: "How can I improve my grammar?" Joshua Davies' *Web Wheres* brings us the skinny on videos in the classroom. Teachers with an inclination to make more use of this medium of instruction will do well to get started here.
- Irregular verbs is the topic of Dave Shaffer's *Word Whys*. In this article, Dr. Shaffer explains the logic behind the seemingly illogical. Andrew Finch, in *Materials Development*, outlines some preliminary items to consider in designing materials of your own. *Members' Forum* is a column for members wishing to voice their opinion on timely and relevant issues. David Ribott-Bracero writes about his concerns over the teacher evaluations, which are currently in the pilot stage.
- In *Young Learners*, Jake Kimball offers simple tips for making the most out of chants and songs. Roger Fusselman gives an in-depth look at iBT TOEFL writing tasks in the *FYI* column.
- News and various reports: Many members have been busy attending conferences in recent months. We have conference reports from Marilyn Plumlee (the TESOL convention in Seattle), Sean O'Connor (IATEFL in Aberdeen, UK), Lucy Lee (Asia TEFL's conference in Malaysia), and various contributors who recount the KOTESOL National Conference. Speaking of conferences, we have preliminary information about our International Conference in October. Read the *Conference Column* to learn more about who is coming. One of the invited speakers is a former KOTESOL member. In *Reflections on Korea*, Dr. Thomas Farrell highlights the eighteen years that he lived and worked here.
- Read *'Round & About KOTESOL* to see who has done what lately. And check the *Calendars* to see what events are coming shortly. Finally, in *KOTESOL in Action*, we offer brief reports from chapters and special interest groups.

From the Editor's Desk

Jake Kimball, Editor-in-Chief



This is KOTESOL's member-driven quarterly publication. In order to make it better, and to improve KOTESOL in general, we need your constructive input. Email KOTESOL contributing writers and the editors with your thoughts. Write and submit your own article for publication. Get involved. Pursue professional development. Be a mover and shaker. Make the most out of your membership!



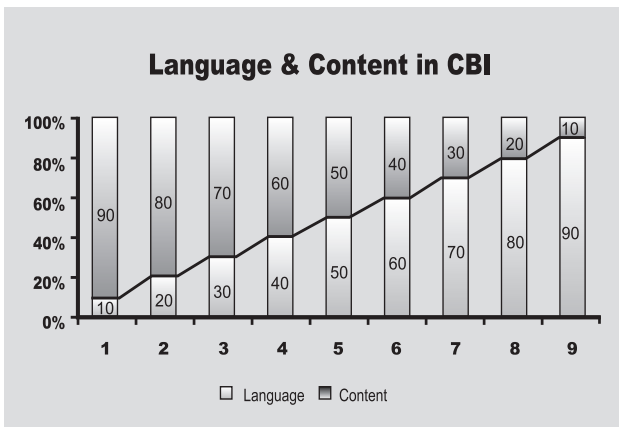
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suggestions for how to create a successful content-based course for university students that is, hopefully, relevant no matter where or for whom the CBI course is being taught.

Definition of CBI

Karl Krahnke defines CBI as “the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught (as cited in Richards & Rodgers, 2001, p. 204). Wesche (as cited in Larsen-Freeman, 2000, p. 142), however, states as follows: “In content-based language teaching, the claim in a sense is that students get “two for one” - both content knowledge and increased language proficiency.”

Perhaps the best way to envision the benefits of CBI is as a continuum where language taught is either incidental to or a key, recognizable component of what is being taught. How you view the place of language learning in your CBI classroom will in turn dictate how much explicit language teaching you do inside the classroom and help pinpoint where you fall on the CBI continuum.



It is, of course, impossible to divorce the language from the content (or vice versa), and there is no reason why you would want to do so. The issue is not whether or not to ignore language, but whether to teach it consciously or allow it to develop naturally through the ebbs and flows of normal classroom interactions between students using the target language and between students and the teacher using, at least primarily, the target language to communicate. For this to work successfully, the two principles listed below are key.

Two Principles

People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in itself.

How many times have you heard your students complain that English is boring or difficult? When students are simply learning or reviewing something they find uninteresting (perhaps grammar), they turn

off and tune out for the most part, so any possible benefits of a carefully crafted lesson may go out the window.

On the other hand, even my lowest ability (but motivated) students enjoy activities such as a restaurant role-play or the Matchmaking Game done as an information gap activity. The motivation is in the interaction with friends and peers as much as it is in the lesson or content. Nevertheless, if the content is something students are already interested in, then half the formula for success is already there.

Content-based instruction better reflects the learner’s needs for learning a second language.

Obviously, this depends on who the learners are, but it is certainly true of the increasing numbers of international students as well as those students who have spent at least a few years overseas and do not want to be in basic conversation classes with all their major-subject classmates and be bored by the content.

This does not mean that so-called low-level students cannot enjoy the benefits of a well-crafted CBI course. It simply means that they may need more explicit language teaching as a larger percentage of the course, or that the Adjunct Language Instruction model of CBI mentioned below will be the preferred approach for classes composed of large numbers of this type of student.

University-Level Courses (Adapted from Richards and Rodgers, pp. 216-217)

1. *Theme-Based Language Instruction*: A language course where the syllabus is constructed around themes or topics such as pollution and women’s rights. The language syllabus is secondary to the general theme of the course. Language analysis and practice are based upon and arise from the topical focus of the course. (See *Multimedia Reading and Discussion Skills* below; combines 1 and 2.)
2. *Sheltered Content Instruction*: Content courses taught by an area specialist to a group of ESL/EFL students put together for this purpose. Thus, the instructor can tailor course content to meet the specific needs of the students - whether linguistic, cultural, or otherwise. (*Tourism English Course / Introduction to Acting Course*)
3. *Adjunct Language Instruction*: Students are enrolled in two linked courses - a content course and a language course - with both courses sharing the same content and complementing each other in terms of mutually coordinated assignments. While the content course is taught in English, the language course may or may not be taught in the L1, depending on the level of the students.
4. *Team-Teaching Approach*: (A modification of the above.) Teachers must coordinate closely on what

they teach, how they teach it, and the materials they use, but it can be doubly beneficial for the students in that they have access to the knowledge and experience of two teachers instead of just one. In my case, the Korean professor's focus was on acting for television and film, while I focused on acting on stage. (*Introduction to Acting with Dr. Seong-Je Kim*)

5. *Skills-Based Approach*: This approach focuses on a specific skill area, usually academic. It often mimics an academic course in its make up and combines language skills with academic skills such as reading, discussion, or writing to better meet the needs of students in a particular subject area. (*Professional Presentation Skills*)

In order to clarify the details of each type of course taught and show how they differ from the usual four-skills or conversation courses, my colleagues and I came up with a course evaluation form based on a course proposal form (see below). John Morgan (the current head teacher) originally created this with input from me and others working in the PEEC program at Hanyang University's Seoul Campus. In the following section, you will see detailed descriptions of each of the example courses already mentioned.

<p>1. About the Students Who will the students be? How many students will be in the class? How will they be motivated?</p>
<p>2. Class Description What will be the focus of the class? What kinds of activities will be done in the class?</p>
<p>3. Materials Used What kinds of materials will be used in the class? Textbooks? Listening materials? Video?</p>
<p>4. Evaluation How will students be evaluated in the class? (Quiz, interview, presentation, etc.) What weight will be given to each assignment?</p>
<p>5. Problems to Be Encountered What kinds of problems do you expect to encounter when teaching this class? For example, the students were not motivated, the textbook was too hard, students' level was lower/higher than expected, etc.</p>
<p>6. Did you enjoy teaching this class? Was this an enjoyable class to teach? Why? Or did you dread going to teach this class?</p>
<p>7. If you were to teach the class again, what would you do differently? What worked in the class and what didn't? What would you do differently the next time around?</p>

Description of Courses

Multimedia Reading and Discussion Skills

There were 35 students - a mix of education and other majors - the majority of whom were motivated. Class content involved reading material from related web sites and discussing it. A movie and local magazines were also used. The teacher created an accompanying workbook with content generated mostly from public domain web sites.

Course evaluation criteria were: attendance/participation (30%), journal (20%), interview (10%), two tests (10% each), and a final presentation (20%). This was an uncurved class (i.e., the class was not graded on a curve) and was only taught once, in the winter of 2005.

Problems encountered included that it was a multi-level, open elective course that was not curved. Most students were motivated, but a few were not. Class descriptions were unclear and differed in English and Korean, so some students felt that the class was not what they had expected. A poor movie choice was made due to lack of preparation time and limited choices. I enjoyed this class and would teach it again. The only problems were (a) the choice of movie and (b) the three-week winter school class format, which meant a short time for a lot of material. If I taught this class again, I would modify my workbook material slightly, choose another movie, and add a bit more variety.

Tourism English Conversation 1 and 2

There were 30 students in each of two sections- a mixed section and a Tourism majors-only section, the majority of whom were motivated. Class goals were (a) to inform students about their own country and (b) to give them some basic cross-cultural and customer-service knowledge and experience. I built the first course around the Korea National Tourism Organization's free English materials for visitors to Korea and an accompanying workbook was created and written by the teacher with other materials, mostly culled from public domain web sites, to supplement the first course and containing virtually all the materials for the second course.

Course evaluation criteria included: attendance/participation (30%), journals (20%), interview assignments (20%), and a final group presentation (30%). This was an uncurved class and has been taught by the same teacher for seven years.

Problems encountered included that it was a multi-level, open elective that was uncurved. Most students were motivated, but a few were not. Students felt the class was difficult, but informative, and helpful in the workplace (based on former student evaluations). I enjoy these classes and will continue to teach them. The only problems are (a) two hours a week severely limits what can be covered, and (b) these classes are so popular that I have to turn away 5-10 students every term to keep the student numbers manageable. While I

add new material every term, there is little I would change about this class or my methods after the growing success of the last seven years.

Introduction to Acting

There were 20-30 students in this class - usually a mix of theater and other majors - the majority of whom were motivated. Class goals were to introduce students to the fundamentals of acting and stagecraft while giving them many opportunities to apply what they learn as both individuals and groups. The teacher, mostly from my own experiences as an actor, but also using material from Viola Spolin's (1999) book on acting, for example, has created an accompanying workbook.

Course evaluation criteria included: attendance/participation (30%), journal (20%), monologue (20%), and a final scene/skit (30%). This was an uncurved class.

I enjoyed this class and would teach it again. The only problems were (a) two hours a week is too limited for this class, and (b) the course was so popular that I had to turn away 5-10 students every term. This class evolved a lot, but I would really have liked to hold auditions to scare away students in search of an easy grade and to make for a smaller, more manageable group.

Please note that this course description has been adapted to show how the course later evolved. The original course was for 30-40 English Language and Literature majors (mostly sophomores) who took 3 hours a week of classes. The Korean professor (Dr. Seong-Je Kim) taught 2 hours a week based on the movie script for "Shakespeare in Love" and I taught 1 hour a week based on my stage background and theater classes from university. Students were required to do a monologue, journals, and a final performance based on the above script, and each professor scored the student out of 50 so that students received a total score or grade out of 100%. The biggest problems were (a) the large numbers of students and (b) the student belief that the Korean professor's class was more important than the native speaker's as he taught 2 hours a week and he had taught this course on his own at least a few times before I was asked to help. In the end, this course was discontinued and I proposed the much more successful course described above.

Professional Presentation Skills

There were 30-35 students in each of two sections - one was Division of International Studies majors and the other a mix of majors - the majority of whom were motivated. Class goals were to introduce the essential elements of a good presentation while giving many opportunities for students to apply what they learned. A workbook was created by the teacher using the *Oxford Presentations* (Comfort, 1996) video along with online material from the YouTube video-sharing web

site to highlight many of the aspects of presentations being taught.

Course evaluation criteria included: attendance/participation (20%), written assignments (20%), and three graded presentations each worth 20% (3 x 20 = 60%). This originally curved class later became an uncurved class and was initially only taught in the spring terms.

Problems encountered included that it was a multi-level, open elective that was uncurved. Most students were motivated, but a few were not. Everyone wanted an A grade, but many were not willing to work hard enough to earn it. I enjoyed this class and would teach it again. The only problems were (a) two hours a week was too short, (b) most departments wanted to teach more than one skill set in the limited time (e.g., presentations and writing), and (c) more than 30 students is too many for this type of class. It should be limited to 20-25.

The Story of English

There were 25-30 students in a mixed class - the majority of whom were motivated. Class content and goals focused on introducing students to the language and cultures of the English-speaking world - not on linguistics, as many students expected or assumed. The teacher based the course around the core materials of *The Story of English* book and videos, as well as a workbook created for in- and out-of-class work, and later added material from the DVD set for *Do you Speak American?* (MacNeil & Cran, 2004), the follow-up book to *The Story of English* (McCrum, MacNeil, & Cran, 2002).

Course evaluation criteria included: attendance/participation (20%), two papers (20%), two presentations (40%), and two open-book tests (10% each). This was an uncurved class and was only taught in the fall semester.

Problems encountered included that it was a multi-level, open elective that was uncurved. Some students felt that the class was not what they had expected. (I had originally designed and proposed the class as a senior seminar, but the enrolled students ranged from freshmen to seniors.) I enjoyed this class and would teach it again. The only problems were (a) two hours a week was quite limiting and (b) students complained that it was too academic/labor-intensive, but most commented after the class that it was a positive experience. If I taught this class again, I would modify my workbook material slightly and add a bit more variety.

How Did It Happen?

When I give workshops on this topic, I hear many teachers commenting "My university would never go for this" or "My students could never handle this type of course." In order to respond to these self-defeating

attitudes, let me briefly explain how these courses came about for me.

The first course was Tourism English, which I was asked to teach when the previous instructor left Korea. When I asked what he taught, I was told that he focused on dialogues for situations, e.g. in the hotel, post office, etc. Thanks to my work experience with Tourism PEI in Canada and my experiences with my students' limited knowledge of their own country, I designed Tourism Conversation 1 to fill their gaps in knowledge using locally available materials and created the companion course. These helped them analyze international views of Korea and think critically about how to deal with or even counteract these views. When the courses started attracting more than 60 students a term and got primarily positive feedback from both students and the Tourism Department, I was assured of continuing these classes and being offered others based on their success.

The Professional Presentations class for Division of International Studies majors and the Introduction to Acting course with Dr. Kim were similar to the Tourism classes in that they were requested by the departments and the class content and curriculum were designed with the department's and students' needs in mind.

However, the version of the Introduction to Acting course described above and *The Story of English* course were both original courses that I proposed when our department requested proposals for CBI courses. In this case, the request went out to all of our teachers through email. With little guidance as to what we needed to submit to get these approved, I created a detailed class syllabus with objectives, materials, resources, grade breakdown, a weekly plan, etc. The acting class was a bit more detailed, as I wrote it to counter most of the problems I had had with the co-taught course; however, *The Story of English* course was basic, as I did not put a lot of extra work into it in case it was not approved. In the end, both courses were approved and became very successful within a short time. While much of this success may have been due to luck and having a boss who was willing to take chances, I would also say that listening to what the students wanted and building on my initial success were also factors in helping me build my own set of courses within the Practical English program. Now, let me give some specific suggestions for doing what I did at your school or university.

Creating Your Own Successful CBI Course

Be clear about the prerequisites and types of students the course is likely to work for. While students and administrators alike often ignore these, they will help you limit the scope of what you are teaching and meet the needs of the anticipated audience for the course through your lessons and class materials.

Set class size limits. Writing classes, as many of us know, need to be smaller because the workload for the

students and teacher are at least 1.5 times as much as the average conversation class. The same is true of a presentations class, an acting class, etc. While your preferences may be ignored by the university even if you set them, if you do not set them from the start you will most likely end up with 45 students in a class (and classroom) designed for 25-30 (as I did not too long ago). If you do not set the limits from day one, you will have no justification for complaining after the fact as far as the school/university is concerned.

Do your research/background readings before you propose the course. In an ideal world, you would only be teaching courses on subjects you thoroughly grasp. However, this is not an ideal world, and the resources available from publishers are still somewhat limited when it comes to CBI courses. If you are not able to get access to the resources you need to design and teach your hoped-for CBI course - and especially if students cannot easily get the textbook - then it may be better to look at other options before you spend significant amounts of time and money preparing for this kind of course.

Be clear about what you will teach and how you will evaluate students. Our CBI courses are all limited to 2 hours a week for 16 weeks - including midterm and final weeks. This does not give a lot of time to go into any subject in detail, so keep restrictions like this in mind in designing your courses. Of course, you may be luckier than I have been and have more time to teach and delve into your topic and/or material.

Is the course grading curved or uncurved? It matters! Students expect that an uncurved course will be easier than a curved one and that A+'s are much easier to get. Convincing them otherwise takes a lot of effort on the teacher's part and, in my experience, more detailed class rules and evaluation criteria as well.

Pick a subject you enjoy and know something about and one that students want to learn about. If you enjoy it, it will be a pleasure to teach, and if it is something students want to learn, they will register and be motivated to do well even before they enter the classroom. Since our teachers receive no extra funding or support for these classes, they need to be ones that want to teach for teaching's sake.

Be prepared to do a lot of work at the beginning that will pay off later. It takes me an average of 100 hours of background reading, wandering around bookstores, and searching the Internet to get a rough course outline and related workbooks organized. From there, it takes a lot of reworking, tinkering, and experimentation - in class and out - to get to something presentable. Finally, I change anywhere from 10-50% of my materials each time I teach a class. For the classes that I have taught for more than two years, that means that my workbooks can double or triple in size every year as I change, adapt, or add new material.

Continued on page 25.

Term 2: Membership Promotion

By Jeong-ryeol Kim, KOTESOL's Second President

Korea TESOL was created at the joint annual conference of AETK and KATE held at Hannam University in October 1992 by joining the Association of English Teachers in Korea (AETK) with the Korea Association of Teachers of English (KATE). These two organizations had had memberships consisting mainly of local native English speakers, the former based mainly in Seoul, the latter in Daejeon. It was truly a historic moment when representatives of these two organizations agreed upon a single, consolidated organization, Korea TESOL, whose mission was "to promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea." This event sparked numerous changes in membership, conferences, and international acknowledgement.

Scott Berlin, KOTESOL's first president (1992-94), had done a remarkable job in hosting the first international conference, inviting big-name speakers on a limited budget. Also, Scott and the members of the first National Council refused to allow KOTESOL to become an exclusive association of expatriate NESTs (native English-speaking teachers) in Korea. They carefully crafted a constitution and bylaws to create a mix of NESTs and Koreans in both the membership and the executive council. We especially wanted to alternate Koreans and expatriate NESTs as president and 1st vice-president. (The 1st vice-president automatically assumes the presidency after serving a term as 1st vice-president) so that KOTESOL would become representative of both Koreans and NESTs, and would be an organization of collaboration and cooperation between Korean English teachers and NESTs. My presidency (1994-95) had a relatively easy start

Making Korea TESOL known to Korean ELT professionals was the issue.

compared with that of Scott Berlin, who constructed the organization from ground zero. As the second president of KOTESOL, I had the constitution and bylaws to follow and an experienced National Council to support me in doing things I felt were needed for the growth of our organization. As soon as I finished appointing members to the second-term National Council, I wanted to brainstorm on the direction KOTESOL's leadership was to take. We all agreed that

KOTESOL needed to increase membership and balance the membership between Koreans and NESTs. We didn't want KOTESOL to turn into a union for expatriate English teachers. In the past, there had been such attempts in KOTESOL's predecessors, and they had always ended up in damage to the reputation of their organization, without achieving any fruitful results, and in the creation of serious division that always took many months to heal.

Our primary concern was to promote the membership, mainly that of Koreans. We had nearly 400 members and among them were very few Koreans. I found this an opportunity to grow KOTESOL. I noted that making KOTESOL known to the target population of Korean ELT professionals was the issue. I met individually with representatives of Korean academic organizations and inked agreements to exchange delegates to each other's conferences and publicize such events in each other's newsletters. We also had a great opportunity to attract Korean secondary school and private institute English teachers. To attract them, what we needed was to provide them with teaching-related workshops reasonably close to them. These workshops were thought to be the avenue to promote our conferences and the organization itself.

The National Council went to work to create more local units. The Changwon-Masan, Cheongju, and Wonju areas were targeted, and the Jeolla Chapter base was expanded to Gwangju. The needs of the already strong chapters in Seoul, Daejeon, Daegu, and Busan were not overlooked and the Seoul Chapter divided into two sub-chapters, Gangnam and Gangbuk. Basically, the majority of English teachers in Korea had access to a KOTESOL chapter monthly meeting within an hour's travel time. As one of their activities, chapters provided teachers with something they could immediately apply in their classes: activity swap, teaching materials, and language games. To do this more effectively, teacher training workshops were provided to chapters upon request. A special lecture series was also offered. To make it easy for chapters to find speakers, KOTESOL created a list containing speaker names, specialties, and contact information. A major effort was made toward constructing an infrastructure for chapters and members to gain access to needed information that was

Presidential Memoirs

Series Editor: David E. Shaffer

scattered around the country.

Our efforts paid off handsomely because the membership skyrocketed from less than 400 to over 650. This number was based on 1995 conference figures, for which conference registration and membership were linked. If we were to include additional participants in local chapter meetings, that is, those who didn't make it to the annual conference, the number of people participating in KOTESOL in 1995 would be considerably higher. It was particularly notable that Korean membership grew to such an extent that KOTESOL was no longer regarded as an organization of NESTs.

KOTESOL became a good mix of Koreans and NESTs doing things more directly oriented to classroom application rather than esoteric theoretical research. Our organization started to be taken seriously by other domestic ELT associations because KOTESOL organized international conferences so efficiently and brought in internationally renowned scholars and authors whom locals had not had the opportunity to hear or meet before. This attracted more university professors as members. Local chapters reported that local college and university professors were joining KOTESOL voluntarily and their numbers were

Korea TESOL was no longer regarded as an organization of NESTs.

constantly rising. This was important because we were able to acquire some very promising future leadership for KOTESOL from this group.

To attain prominent status within academia, KOTESOL attracted prominent scholars such as Drs. Oryang Kwon and Ju-Kyung Park, both of whom became presidents of KOTESOL and did wonderful jobs for the organization. During my term of office, as well as before and after, Carl "Dusty" Dusthimer was a truly devoted English teacher, not only for KOTESOL, but for English education in Korea as a whole. He was the second vice-president of KOTESOL during my term, and Dr. Oryang Kwon was the first vice-president. Dusty was full of ideas and had the courage to carry out what he promised to deliver by sorting out the most viable ideas and turning them into policy. Jack and Aekyung Large were also instrumental in growing KOTESOL at this time, being responsible for the financial affairs of the organization. Dr. Kwon became the president to the Korea Association for Teachers of English (not to be confused with the now-defunct association mentioned earlier), which is probably the largest English education society in Korea. Dr. Park is still active in giving talks, presenting papers, and taking leadership roles in various ELT associations. Dusty

served as president for two years before his career took another innovative path, that of becoming the director of Korea's first English village, an all-new experiential learning community.

My presidency concluded with the large and successful 1995 international conference at Yonsei University. The theme was *Into the World Through Language and Culture*, and it featured over 70 plenary presentations (including two by Jack Richards) and concurrent sessions (Michael Lewis, Della Summers, Thomas Farrell, David Paul) - more than ever before. I have Conference Co-chairs Byoung-chul Min and Dusty Dusthimer to thank for attracting so many internationally recognized speakers. With the close of this successful conference, the presidential torch was passed on to KOTESOL's next leader, Dr. Oryang Kwon.

The Author



Dr. Jeong-ryeol Kim served as the 2nd KOTESOL president from Oct. 1994 to Oct. 1995. He received his Ph.D. in Applied Linguistics from the University of Hawaii. Dr. Kim taught at Korea Maritime University before moving to his present position at Korea National University of Education in 1996. He has published numerous books and papers on methodology, research methods, integrated education, and tasks. Currently he is serving as KOTESOL's Domestic Relations Committee Chair and as a vice-president of present-day KATE and of KAPEE. Email: jrkim@knue.ac.kr



KOTESOL's Presidents

Scott Berlin	1993-94
Dr. Jeong-ryeol Kim	1994-95
Dr. Oryang Kwon	1995-96
Dr. Joo-Kyung Park	1996-97
Carl Dusthimer	1997-99
Dr. Sangho Han	1999-00
Dr. Andrew Finch	2000-01
Dr. Taeduck Hyun	2001-01
Dr. Robert Dickey	2001-02
Dr. Sangdo Woo	2002-03
Dr. Myung-Jai Kang	2003-04
Dr. Kyungsook Yeum	2004-05
Louisa T.C. Kim	2005-06
Dr. Marilyn Plumlee	2006-

'Round & About KOTESOL

• February

Donaleen Jolson (Daegu-Gyeongbuk Chapter; Kyungpook Nat'l University) received her MA in English Education on February 28th from Kyungpook National University where she is currently an instructor. Her thesis, *Anxieties and Beliefs of Korean Second Language Learners*, closely examines Korean University students' beliefs and anxieties involved in English learning both inside and outside the classroom.

• March

Tory S. Thorkelson (Nominations & Elections Comm. Chair) took that additional step on March 23rd to membership for life. Tory has served KOTESOL in numerous positions, including Seoul Chapter president. KOTESOL welcomes Tory as its 29th lifetime member!

Dr. Marilyn Plumlee (President) was the official Korea TESOL representative to the 41st Annual TESOL Convention (March 19-24) in Seattle, Washington, USA. Each convention day started with a selection of 7:30 a.m. informal sessions, proceeded through dozens of individual and plenary sessions throughout the day, and was topped off with special evening events providing opportunities for global networking such as caucus sessions, special forums on topics such as second language research and cross-cultural issues, and receptions hosted by special interest groups. "The opportunity to learn about issues of concern and to network with dedicated teachers and TESOL leaders from the USA and many other countries was extremely valuable," Marilyn notes. (See Marilyn's fuller TESOL 2007 report in this issue.)

Dr. Bill Snyder's (Publications Comm. Chair) days at the TESOL convention were quite busy ones. On Tuesday, he participated in the annual meeting of TESOL's Professional Development Committee, where he lead the Symposiums portfolio. On Wednesday, as Editor-in-Chief of *Korea TESOL Journal*, he took part in a closed morning seminar for journal editors, where important journal issues were discussed. In the afternoon, with the same group of editors, he took part in an open session on getting published in TESOL in order to advertise the *Korea TESOL Journal*. Finally, on Thursday, Bill presented on *Working with NNEST Beliefs about Teaching Pronunciation* in a colloquium on strategies for success with NNESTs. This was followed up in the afternoon by an Energy Break session which permitted the participants to meet and speak directly with the colloquium speakers.

Dr. Robert J. Dickey (OP Liaison; Busan Chapter Treasurer), while attending the TESOL International Convention for the first time, served on a discussion panel focusing on issues for teachers around local TESOL affiliates, where he raised the issue of professional ethics. Following a busy four days in Seattle, he spent the next six in Macomb, Illinois, gathering assessments of recordings of learner speech by non-teachers for the research project he is currently working on.

Dr. Kyungsook Yeum (Long-Term Planning Comm. Chair) was also in Seattle, Washington, to attend TESOL 2007. She finds the annual TESOL Convention to be a wonderful chance to attend plenary and concurrent sessions for state-of-the-art professional development as well as a golden opportunity to network for herself and for her school.

• April

Dr. Robert J. Dickey (OP Liaison; Busan Chapter Treasurer) received a promotion to Associate Professor at Gyeongju University on April 5. He has been at that university since 1998, and initially gained tenure in 2001. Rob is a past-president of Korea TESOL, and reports, "Not only has service to KOTESOL been a pleasure, it has been professionally rewarded."

Sean O' Connor (Daejeon-Chungnam Chapter) was the official Korea TESOL representative to the 41st IATEFL International Conference (April 18-22) in Aberdeen, Scotland. Attending the Conference with Sean was **Sharon Morrison** (Daejeon Chapter). They were just two of the 1,600 in attendance. As KOTESOL's representative, one of Sean's most important duties was attending the Associates Day workshops. KOTESOL was one of 70 Associates present this year. (See Sean's fuller IATEFL 2007 report in this issue.)

• **May**

Chris Grayson (Gangwon Chapter President; Seorak Girls Middle School; Gangwon EPIK Assistant Coordinator) was invited to an official luncheon with President Roh Moo-hyun at Cheong Wa Dae on Teachers Day, May 15, in recognition of his contributions to English education in Gangwon Province. Of the 200 individuals honored from all over Korea, Chris was one of only three foreigners in the group. The luncheon consisted of “course after course” of exquisite palace cuisine. He had the opportunity to shake hands with President Roh and to have a photograph taken with the President and the First Lady. He was also presented with a commemorative presidential watch. Nice trip, good food, great company - but what Chris liked most about the whole affair was that it was solid confirmation that his “steady efforts out here in the wilds of Gangwondo are important to others.”

Grace Wang (Seoul Chapter Secretary) renewed her regular membership on May 22. And then, two days later, when she was about to fill out her online membership form, decided to take out a lifetime membership. Grace is very active in the Christian Teachers SIG and teaches graduate and undergraduate courses at Korea University. KOTESOL welcomes her as its 30th lifetime member!

Salman Atassi (Seoul Chapter) is making two lifetime commitments. He no longer wants to “fill out the long renewal form” for annual dues payments. He has completed the form for the last time by taking out a lifetime membership, making him our 31st lifetime member. Sal notes that “long-term active membership in KOTESOL is what Korea needs” and intends to remain active. This is not the only change in his life taking place. Sal marries Youjung Kong on June 24th in his bride’s hometown of Busan. After the wedding and a honeymoon in Japan, the couple will be leaving Korea in August for Sal to take up a position at the University of Qatar.

Walter Foreman (Cheongju Chapter Vice-President), together with co-author Jun-heum Yeon has published his first book, *Suneung-yeong-daneo-nunu* (New New College Entrance Exam English Vocabulary). The book is a vocabulary guide for high school students preparing for Korea’s College Scholastic Ability Test. Published by See & Talk Publishers, Seoul, 304 pages.

• **June**

Dr. Andrew Finch (President 2000-01; National Conference Co-chair) and **Dr. Heebon Park-Finch** (Daegu-Gyeongbuk Chapter Treasurer) have recently coauthored an EFL publication just off the press. This task-based coursebook differs from previous publications in that it is for an ESP audience. The book targets college students in tourism and hotel management-related majors, and adult learners already in the tourism industry: *Visit Korea - Task-Based Tourism English*, published June 1, 2007, by Fencom Media, Seoul, 212 pages.

Korea TESOL was strongly represented at the 5th Asia TEFL International Conference. This year’s conference was held on June 8-10 at the Putra World Trade Centre in Kuala Lumpur, Malaysia. Under the theme of *Empowering Asia: New Paradigms in English Language Education*, there were over 500 presentations and a total attendance of approximately 1,200 people from all over Asia and beyond. The following KOTESOL members presented:

Dr. Joo-Kyung Park (President 1997-97): Korean Children’s English Language Learning and Cultural Adaptation in Australia.

Dr. Sangho Han (President 1999-2000): Teaching English with the Beginner’s Mind to Teaching English in Korea.

Dr. Andrew Finch (President 2000-01): Bringing Student-Based Assessment into the Classroom (Workshop).

Dr. David Shaffer (TEC; Treasurer): Introducing Figurative Expressions by Incorporating Conceptual Metaphors

Dr. Heebon Park-Finch (Daegu-Gyeongbuk Chapter Treasurer): Promoting Confidence and Motivation in EFL Writing through Projects and Portfolios.

Sara Davila (Daegu-Gyeongbuk Chapter Webmaster): Task-Based Materials for Interactive Communication.

Jocelyn T. Graf (Cheongju Chapter): Teaching Koreans to Analyze and Comprehend Unfamiliar Spoken Varieties of English (Demonstration).

Lucy Yunsil Lee (Seoul Chapter): Korean-English Junior Interpreters’ Self-Perception as Bilinguals and Their Second Language Proficiency Maintenance.

[Compiled by David E. Shaffer]

Challenging Ourselves, Motivating Our Students

By Gye Hyoung Yoo, Conference Committee Chair

KOTESOL 2007, our International Conference is nearly, and it's not too early to mark it on your calendar - October 27 and 28 - and keep that weekend free for a festival of ELT. As professionals, it is imperative that we have both expertise in our field and passion to motivate our students to learn. In this vein, the theme of this year's Conference is *Energizing ELT: Challenging Ourselves, Motivating Our Students*.

Plenary Speakers

Our team of invited speakers - three plenary speakers and nine featured speakers - is close to being finalized, and we are convinced that they will be a treat for conference attendees. Delivering the plenary presentations will be Jeremy Harmer (Saturday morning), Dr. Andrew Littlejohn (Saturday afternoon), and Dr. Jun Liu (Sunday morning).



Jeremy Harmer is a world-renowned ELT author. He may be best known for his book *The Practice of English Language Teaching*. He is also the series editor of the "How to..." series in which he has authored *How to Teach English*. Jeremy is also a much-sought-after teacher trainer, invited to lead training sessions across the globe. His presentation is sure to focus on the practical aspects of ELT and address our theme of challenge and motivation.



Andrew Littlejohn currently teaches for the Institute of Education, University of London. He has taught English, trained teachers, and run short-courses around the world. He is a three-time winner of English-Speaking Union awards, presented at Buckingham Palace, for his writings in ELT methodology. His publications cover diverse areas: research and classroom decision-making for teachers, and English coursebooks for young teens, adults, and for writing.



Jun Liu is the Immediate Past President of TESOL (President 2006-07) and, as such, is a member of its Board of Directors. Born and raised in China, Jun is the first Asian president TESOL has had. He is an Associate Professor at the University of Arizona and is concurrently Director of the English Language Center at Shantou University in Guangdong, China. He will be addressing our conference theme. Jun has made a reputation for himself as an exciting speaker, as

anyone who attended TESOL 2007 can confirm.

Featured Speakers

Our featured speakers, also, will be exciting. Three featured-speaker sessions are scheduled - one for Saturday and two for Sunday, each with three speakers presenting concurrently. Giving featured-speaker presentations are Dr. Thomas S.C. Farrell, Dr. Neil Anderson, Dr. Mike Levy, Dr. Tim Murphey, Dr. Bill Snyder, Dr. Rob Waring, Howard Siegelman, Steven Gershon, and Gary Rector.

Conference Column

The conference will be a homecoming of sorts for **Thomas Farrell**. Tom spent a decade and a half teaching in Korea, as a KOTESL member and as the first editor-in-chief of the Korea TESOL Journal. He is now professor of Applied Linguistics at Brock University near Toronto, Canada. Tom has recently published *Succeeding with English Language Learners* and has partnered with Jack Richards to co-author *Professional Development for Language Teachers*. He has also recently authored several books on reflective teaching and edited still others. He will speak on professional development through reflecting teaching - a major way in which we can challenge and improve ourselves.

Neil Anderson will be coming to speak from Brigham Young University in Utah, U.S.A., where he is a member of the Department of Linguistics. Neil is a past president of TESOL (2001-02) and is presently on the TESOL Board of Directors. His area of specialization is reading and he has authored many books on this much overlooked language learning skill in Korea. Neil will speak on how extensive reading can greatly enhance language learning.

Mike Levy is head of the School of Language and Linguistics at Griffith University in Brisbane, Australia. For the past decade he has been investigating the theoretical basis of computer-assisted language learning and the relationship between theory and design for the development of CALL programs and tasks. His recent publications include *Teacher Education in CALL*, which he co-edited with Philip Hubbard. Mike will be speaking on CALL and its use in student motivation.

You may recognize **Tim Murphey** as the author of *Music and Song*. This is but one of the many techniques Tim has championed over the years for student motivation and more efficient learning. He is a Professor of Second Language Acquisition and Teacher Development at Dokkyo University, just outside of Tokyo. His recent publications include *Group Dynamics in the Language Classroom*, coauthored with Zoltan Dornyei. His presentation will address our theme of challenging ourselves as teachers and how to increase student motivation.

Bill Snyder is an Adjunct Professor with the University of Oregon, teaching in the Oregon-Hanyang TESOL program. After his former teaching experience in Korea, he spent about a decade teaching and researching at Bilkent University in Turkey. He returned to Korea and KOTESOL in 2006 and is presently KOTESOL Publications Committee Chair and Journal Editor-in-Chief. Bill will speak on a major area of interest for him: teacher and learner motivation.

KOTESOL 2007 International Conference Speakers

Plenary Speakers

Jeremy Harmer
Jun Liu
Andrew Littlejohn

Featured Speakers

Thomas Farrell	Rob Waring
Neil Anderson	Bill Snyder
Mike Levy	Howard Siegelman
Tim Murphy	Steven Gershon
Gary Rector	

Rob Waring is Associate Professor at Notre Dame Seishin Women's University in Okayama, Japan, where he has been based for more than a decade. Previously, he has taught in Australia, China, France, and the U.K. He is an acknowledged expert in Extensive Reading and second language vocabulary acquisition, and has just published a set of graded readers for teenagers. He is also a board member of the Extensive Reading Foundation. Rob will present on extensive listening and reading for more effective language learning.

Howard Siegelman is a 25-year veteran of educational publishing. In addition to his responsibilities as Senior Marketing Manger at Cambridge University Press, he teaches English at the Bellevue/NYU Program for Survivors of Torture and at the International Center in New York City, where he lives. Howard will be presenting on the use of corpora and collocation to inform our teaching.

Steven Gershon received an MA in Applied Linguistics from Reading University, U.K. He has been in Japan for 18 years and is currently an Associate Professor at Obirin University in Tokyo, where he teaches an undergraduate course in language evaluation and graduate courses in curriculum design and materials development. Steven has authored numerous ELT coursebooks for several international publishers and gives teacher-training workshops in Japan, Korea, Taiwan, and Thailand.

Gary Rector is a linguist, translator, editor, columnist, Koreanist, and long-time resident of Korea. He came to Korea with the U.S. Peace Corps in the 1960s and has since become an expert on the Korean language and the Korean culture, past and present. Gary is our invited cross-cultural speaker to the Conference. He will speak on native-speaker acclimation to Korea and the Korean classroom, as well as the Korean English teacher's adjustment to the native speaker.

Concurrent Sessions

In addition to the above, the Conference plans to offer about 130 concurrent sessions over the two days of presentations. The majority of these will be made by international presenters both from neighboring countries such as Japan and China, but also from places on the other side of the globe, e.g., the U.K., Iran, and the U.S. Because of the large number of 20-minute presentations being offered, the Conference Committee is considering creating a concurrent session series comprised solely of these shorter presentations for the convenience of the conference participants and to make better use of available time and space. The plans are also to schedule session throughout the noontime to allow conference-goers to select the time they wish to take off for lunch, as was done last year. The dinner reception is again scheduled for Saturday evening. Tickets will be available for those not giving presentations.

Pre-register for the Conference and save. Pre-registration can be done online at the KOTESOL web site (www.kotesol.org/) between August 1 and October 1. With so many presentation choices available, everyone is bound to find a wealth of information to match your interests and teaching level, from young learner to tertiary, from testing and assessment to listening techniques - join us for this ELT festival Seoul in October.

The Author



Gye Hyoung Yoo, MA-*TESOL*, is a middle school teacher with two decades of teaching experience. She majored in *TESOL* at the University of Kansas. She now teaches at Yuljeon Middle School in Suwon. Ms. Yoo is the 2007 International Conference Committee Chair. Email: gye_hyoung@yahoo.com

KOTESOL Kalendar

Compiled by Jake Kimball

Conferences

Jun 2 '07 The 3rd KOTESOL-KNU Conference: "Motivating to Learn - Learning to Motivate." Language Education Center, Kyungpook National University, Daegu. (Email) aefinch@gmail.com

Oct 27-28 '07 The 15th Korea TESOL International Conference: "Energizing ELT: Challenging Ourselves, Motivating Our Students." Sookmyung Women's University, Seoul. (Email) dondonrikley@hotmail.com (Web) <http://www.kotesol.org>

Online Pre-registration: August 1- October 1.

Events

Corea Calendar

Compiled by Jake Kimball

Conferences

Jul 6-7 '07 The Korea Association of Teachers of English (KATE) 2007 International Conference: "Embracing Diversities and Pursuing Professional Integrity in TEFL." Gyeongin National University of Education, Gyeonggi Campus, Anyang. (Web) <http://www.kate.or.kr>

Jul 6-7 '07 The 3rd Seoul International Conference on Discourse and Cognitive Linguistics: Cognition, Meaning, Implicature, and Discourse." Korea University, Seoul. (Web) <http://discog.com>

Aug 8-11 '07 The 9th Seoul International Conference on Generative Grammar: "Locality and Minimalism." Dongguk University, Seoul. (Web) <http://www.kgce.org>

Sep 8 '07 The 1st Korea English Teachers Associations Joint International Conference & 2007 ETAK International Conference: "Emerging Issues and Challenges in English Language Education." Kongju National University, Gongju, Chungcheongnam-do. Organized by ETAK, KEES, and META. (Email) Dr. Joo-Kyung Park, Conference Chair, english58@hanmail.net (Web) <http://www.etak.or.kr> **Call for Papers Deadline: May 5, '07.**

Oct 13 '07 Pan-Korea English Teachers Association (PKETA) Fall International Conference: "Developing Teacher Expertise in EFL Contexts." Korea Maritime University, Busan. (Email) Conference Organizer,

Oct 6 '07 The 13th Annual North Jeolla Chapter Drama Festival. Jeonju University, Jeonju, 1 p.m. For team registration and information, contact Ingrid Zwaal: northjeolla@yahoo.com, Phone 011-650-2957. Registration deadline is September 19, by email only; 35,000 won per group, junior and senior divisions.

Calls for Papers


Ongoing. Korea TESOL Journal, Vol. 10. (Email) [wsnyder7@gmail.com](mailto:wsnnyder7@gmail.com)

Chapter Meeting/Workshops

1st Saturday of the month: Daegu-Gyeongbuk and Daejeon-Chungnam Chapters.

2nd Saturday of the month: Gwangju-Jeonnam, North Jeolla, and Gangwon Chapters.

3rd Saturday of the month: Seoul, Busan-Gyeongnam, and Suwon-Gyeonggi Chapters.

Last Saturday of the month: Cheongju Chapter. For monthly meeting details, check individual chapters' event schedules at www.kotesol.org/chapters.shtml 

Dr. Hoo-Dong Kang: hdkang2k@hanmail.net (Web) <http://www.pketa.org/english/index2.html>


Nov 10 '07 The Korea Association of Multimedia-Assisted Language Learning (KAMALL) 2007 International Conference: "Expanding Breadth and Depth of Educational Technology and MALL in the Globalized World." Korea University, Seoul. (Web) <http://www.kamall.or.kr/>

Nov 17 '07 The Applied Linguistics Association of Korea (ALAK) 2007 Conference: New Perspectives on Research Areas & Methodology in Applied Linguistics." Sookmyung Women's University, Seoul. (Email) Eun-Ju Kim at ejkim@ewha.ac.kr (Web) <http://www.alak.or.kr/> **Call for Papers/Posters/CALL Submissions Deadline: Jun 30 '07.**

Dec 8 '07 The Korea Association of Foreign Language Education (KAFLE) Annual Conference: "Current Situations and Desirable Future Directions in Foreign Languages Education in Korea." Soongsil University, Seoul. (Email) pjeon@ssu.ac.kr (Web) <http://www.kafle.or.kr/> **Call for Papers Deadline: Jun 30 '07.**

Jan 19 '08 The Korea Association of Primary English Education (KAPEE) 2007 Winter Conference: "Literacy and Evaluation in Primary English Education." Daegu National University of Education, Daegu. (Email) kapee2007@gmail.com (Web) <http://www.kapee.org/> **Call for Papers Deadline: July 23, '07.**

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 

Reflections on Korea: Returning to Teaching Roots

By Thomas S.C. Farrell

Korea TESOL is proud to welcome Professor Thomas S.C. Farrell "home" to Korea for the 15th Annual Korea TESOL International Conference, October 27-28. Tom was a founding member of KOTESOL and founding editor of the Korea TESOL Journal. - Ed.

When I arrived to teach English in Korea in May 1979, I was a young newly qualified teacher with roughly a year of teaching experience in Ireland. At that time, it was considered exotic to go to such a far-off land to teach. I traveled overland as much as I could from Ireland to Korea - it took me two years till I finally arrived! I was amazed at the vibrancy of Korea and the energy of the Korean people who, at that time, were just getting into full stride in their economic development. Here I was, a young Irishman, wanting to teach English in Korea. Why Korea? Well, why not?

My first job was teaching at the Foreign Language Institute at Yonsei University, where I stayed for six wonderful years. I got married while teaching there, and when I left, I was the Director of Studies. However, that was not the direction I had wanted my career to take, so I joined the English Department at Duksung Women's University to pursue a more academic route. We had wonderful professors, and I enjoyed eight great years there (my two daughters were born while I was there). I reluctantly left Duksung because my position as a foreign professor came under increasing threat with cost-cutting moves within the university and, of course, an easy target for such cuts was the foreign professors. I then went to the Korea University English Education Department for two years and finally back to Yonsei University to spend my final two years in Korea in their English Department.

During my time in Korea, teaching English changed from an academic pursuit to a business venture and from where I knew almost all the English teachers in the universities in Seoul in the early years to where I did not know any. This was because of the huge influx of foreign personnel - I will use the term "conversation partner" for many of these people rather than "language teacher" - that coincided with the huge economic expansion that Korea was experiencing at the time. Why not "language teacher"? There is a difference: As part of my work is now involved in the preparation of language teachers through our MA in Applied Linguistics and our CERT TESL programs, I would say that the pursuit of professional improvement sets them apart.

Teaching societies, too, changed during my time in

Korea. A small monthly workshop in Seoul birthed a larger organization further south, and then they merged to form KOTESOL, which was an epochal event for Korea. There were all types of people involved, with varying levels of training, language skills, and professionalism, but one could see here the advent of "encouraging professional growth."

Korea and Koreans changed during my time here as well, from pre-Asian Games shyness to post-Olympic confidence. That said, Korea gave me everything during my 18 years of living and teaching in "the land of the morning calm," and without that solid background I could not have gone on to Singapore (for seven years) and now Canada for the past three years. I always miss Korea and Koreans, and when Korean students take any of my classes in Canada, I always think of them as family, and we seem to sense that immediate understanding of each other that we know as *nunchi*.

I am delighted now to be invited to return to Korea TESOL in October to speak about my main research area, the one I developed while I was in Korea - Reflective Language Teaching. I cannot wait to get back!

Thomas S.C. Farrell is Professor and Chair of the Department of Applied Linguistics at Brock University in St. Catharines, Ontario, Canada. His professional interests include Reflective Practice as well as Language Teacher Education and Development. He has published on these



topics in such journals as Modern Language Teaching, TESOL Quarterly, System, Teaching and Teacher Education, ELT Journal, AJELT and many more. His recent books are Professional

Development for Language Teachers (2005, with Jack Richards); Succeeding with English Language Learners: A Guide for Beginning Teachers (2006); What Successful Literacy Teachers Do: 70 Research-Based Strategies for Teachers, Reading Coaches, and Instructional Planners (2007); and Reflective Language Teaching: From Research to Practice (2008). Email: tfarrell@brocku.ca

Taking Videos to the Next Level

Videos are secretly taking over my classroom. Realizing that videos are good for listening comprehension, models of speaking, discussion starters, and more, many teachers have begun using online clips (from places like *YouTube*: <http://youtube.com/>) to augment their classes. If you're like me, the initial novelty of easy access has worn off, and you're wanting to know what else can be done to extend the benefits of video in the classroom. Let's take a moment to examine a few interesting, free services that take us beyond simply using clips as you find them.

Works Right Out of the Box

Grapheine (<http://grapheine.com/bombaytv/>) and *Dfilm* (http://dfilm.com/index_mm2.html): *Grapheine* takes old Bollywood film clips and gives students the chance to either type or record their own subtitles/dubbing to go along with the original Hindi spoken in the films. A focus on body language and tone in communication comes to the fore. Here's an example: <http://tinyurl.com/36735a>. *Dfilm* allows students to make their own cartoons complete with multiple scenes of animation and a soundtrack. Take a look: <http://tinyurl.com/ywhtjx>. Both services give students an enjoyable way to practice conversation and storytelling skills in English without the stress of performance or the trouble of finding/making their own videos.

Some Assembly Required

Vidavee (<http://graffiti.vidavee.com/>) and *Bubbleply* (<http://www.bubbleply.com>): If your students have the facilities to access sites like *YouTube*, where you have either uploaded videos or you or your students have searched for and bookmarked relevant clips, then *Vidavee* and *Bubbleply* might interest you. Both services start by taking the URL of any *YouTube* (or similar service) clip and inputting it into your own site. From there, a variety of easy-to-use tools allows

students and teachers to create overlays on the videos such as subtitles, special effects, thought bubbles, etc. When done, the services provide either a code or a link to easily access the finished product. The applications of this overlay ability range from the strictly instructional (subtitling a Korean drama in English and labeling "How to" videos) to the downright silly. Here's one that leans to the latter: <http://tinyurl.com/2gw8bt>

Web Wheres

By Joshua Davies

Do It Yourself

Jumpcut (<http://jumpcut.com/>) and *Eyespot* (<http://eyespot.com/>): Do you want to edit videos you or your students have made into something professional, including titles, clean fades, and effects, but don't want anything expensive or complicated? After free registration on *Jumpcut* or *Eyespot*, you can easily do just that. Helpful tutorials onsite will guide you every step of the way.

Without too much ado, you too can go beyond the common use of video in the classroom and make it work for you at a whole new level. Enjoy!

The Author



Joshua Davies (MS Ed TESOL, Shenandoah University) is originally from a US state outside the lower 48 and has spent the last six years teaching and traveling in various parts of the world. Currently, he is teaching at Sungkyunkwan University in Seoul. He also manages KOTESOL's national web site and enjoys showing that CALL is not nearly as scary as it seems. Email: joshuawdavies@gmail.com

A Quote to Ponder

"Self esteem grows from the beliefs of others. When teachers believe in students, students believe in themselves. When those you respect think you can, you think you can."

James Raffini in "Winners without Losers," 1993, p. 147, Allyn & Bacon.

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Self-Study Grammar Resources

One question most teachers get asked at some point is “How can I improve my grammar?” In preparation for the next time you’re asked for pointers, here are some self-study tips.

Admittedly, grammar drills are not always a picnic, but a good grammar exercise book provides clear explanations, controlled practice, and instant feedback - three hallmarks of self-study satisfaction. The classic *Grammar in Use* series gives explanations on the left page and exercises on the right. Regrettably, the grammar points are somewhat decontextualized and there are limited production activities. Still, the series is very accessible, making it a favorite. *Grammar Builder* opens each unit with a good error-noticing exercise and the short activities include a controlled paragraph-writing task. *Grammar Dimensions* provides readings that feature grammar in context, and has exercises for practicing the form, meaning, and use of each grammar point. It is the “use” section that stands out, as few grammar books focus on pragmatics. For business students, *Market Leader Intermediate: Business Grammar and Usage* is an excellent resource, and for beginners, there is *The Collins COBUILD Elementary English Grammar* with explanations in Korean. My favorite ESL/EFL grammar series is *Focus on Grammar*. Each unit has a theme, so vocabulary gets recycled and learners can really concentrate on the grammar. Moreover, there is interesting reading and listening content, detailed but clear charts, and challenging exercises. Many of these grammar books also come with CD-ROMs.

For free practice, there are always web sites. The Ohio University ESL web site has numerous links to English grammar web pages (<http://www.ohiou.edu/Esl/english/grammar/activities.html>). Unfortunately, many grammar web sites simply show either explanations or multiple-choice quizzes with point-and-click answers. However, Charles Kelly’s Interesting Things for ESL Students web site (<http://www.manythings.org/c/r.cgi/quiz/>) does provide a new set of questions every time you log on. For more fun, there are some tutorials and games on BBC’s Skillswise grammar page (<http://www.bbc.co.uk/skillswise/words/grammar/>).

It might sound old-fashioned, but reading and writing are still two excellent ways to work on grammar independently. One of the best resources a student can have is a graded reader. If the learner knows all but about four words on every page, then the books can serve well for extended reading (i.e., extended grammar exposure). Writing is also easy for students to do on their own - the trick is to get feedback. To this end, dictations are useful, as students can check their

writing immediately. Songs, movies, and podcasts are all great sources. For texts with longer sentences, textbook CDs or the tapes that accompany graded readers are very handy. Even better than dictation, a *dictagloss* really helps students to master their grammar knowledge. They take notes while listening to a one-minute text (no dialogues) without pausing. After three listenings, the students try to recreate the text. Also good are error correction activities. Students copy a paragraph from an authentic source, then pick one grammar point (e.g., all the articles or prepositions) and remove it from the paragraph. Importantly, they must not leave a space where the grammar point should go. Two days later, they try to put the missing grammar point back into the paragraph.

Finally, flashcards and journals are handy tools for grammar improvement. Students write the grammar point, a sentence example, a Korean translation, and the date and source of the original example. Check out The Amazing Flashcard Machine online to make web-based flashcards (<http://www.flashcardmachine.com/>).

Grammar Glammar

By Ksan Rubadeau

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The Author



Ksan Rubadeau (MA Applied Linguistics) has enjoyed working in TESOL for the past 11 years. For two of those years she was a teacher trainer with the Gyeonggi-do Office of Education. She currently teaches at Korea University and is the treasurer of KOTESOL’s Seoul Chapter. Email: ksanrubadeau@hotmail.com.

Professional Development in Unexpected Places

In the beginning of his book on professional development with Kathleen Bailey and Andy Curtis (Bailey, Curtis, & Nunan, 2001), David Nunan relates a conversation he had with Bailey about how she learns as a teacher. She spoke with him about finding opportunities to learn in teaching a new course, to a type of students she had never had before, on a topic she knew little about. When I first read that passage a couple of years back, I thought, "Tough situation. I don't know how much I would get out of something like that."

Now I know better. The university I work at, like so many others in Korea, is striving to become more international. Part of that process is offering classes in English so that Korean students can be better prepared for work and so that students from other countries may be more attracted to the university. My colleagues and I were asked to design some courses to help the professors in other departments prepare to teach their courses in English.

We were not exactly thrilled about the idea of teaching courses on subject matter that was not really ours, to students (the professors) whose needs we did not really know, especially given very short notice to prepare material and plan lessons. We decided to focus on building confidence by providing lots of microteaching opportunities and helping the professors work on ways to engage their students more effectively before, during, and after classroom hours. We compiled a course book and got ready for the first class. I did not expect to be learning much as I taught this material.

One way in which we learn about our practice is through using self-monitoring as a basis for reflection. "Reflection is viewed as the process of critical evaluation of experiences, a process that can lead to a better understanding of one's teaching practices and routines" (Richards & Farrell, 2005, p. 7). Thinking about your teaching can get to be a habit, and I found myself doing it, even in this class that I did not want. Moreover, I have been pleasantly surprised at how useful the process has been for me, especially for figuring out how to better teach the language teacher education classes that are my bread-and-butter.

When my physics, chemistry, media law, medicine, and engineering professors talk about the issues they confront in teaching their students, I find myself making connections to my own classes. When they show the strategies and solutions that they have developed, I find myself wondering whether these ideas can have relevance to my situation, and more often than not, find myself saying "yes." I think I am helping them with their problems, but I know that they are helping me think about mine.

Sometimes, the revelations can be quite sudden. One of the chemists once spoke about his students not being able to present effectively in class because of the difficulty of the material. As I tried to suggest ways around this problem, I thought of how I used to deal with such a problem in a testing class in Turkey. I also realized at the same time that I could organize my Applied Phonetics and Phonology class here in the same way and doing so would likely improve the quality of student presentations in it. I have already begun the revision of my syllabus for next term to make this adjustment.

Professional Development
By Bill Snyder

I have also been challenged and changed in my thinking about using technology in the classroom by seeing how the professors make use of different programs to organize and enliven their material, provide support for their students (who, like mine, are non-native speakers), as well as support and strengthen their own presentation skills. I do not think I am going to plunge into using PowerPoint for every class, but I know that I am going to explore more of how I can use it, in addition to the web-based storage that the university makes available, to help my students learn more effectively and independently.

Sometimes we have to teach things we do not want to. However, when we see those classes, too, as opportunities for reflection, we may be surprised at what we can learn. I can feel now that these classes have turned out to be an advantage to me, helping me improve in myself as a teacher. Lesson learned.

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The Author



Bill Snyder teaches in the joint Hanyang-Oregon TESOL certificate program at Hanyang University. Dr. Snyder's research interests include learner and teacher motivation and non-native speaker teacher issues in TESOL. He is also KOTESOL's Publications Committee Chair and Journal editor. Email: usnyder7@gmail.com

Irregular Verbs

Why does English, often referred to as being a “logical” language, have so many irregular verbs? Actually, among the thousands of verbs that English has, there are less than 300 irregular verbs that are commonly used, but the irregular forms tend to be concentrated among the most commonly used verbs. Among the 100 most commonly used verbs, for example, 57 of them are irregular in form. But why?

That the verbs that we use most often in our everyday life are the ones that are most susceptible to change is an easy assumption to make - we wear the verbs out, so to speak. This line of thought, however, is contrary to the real situation. As it turns out, many present-day irregular verbs are actually “strong verbs” that have been able to resist change and retain the forms they exhibited in Old English and even earlier. These strong verbs were once considered to be regular verbs, as they exhibited regular patterns of conjugation within their individual classes. There are seven classes of these strong verbs that manifest themselves as irregular verbs in today’s English. A look at these strong verbs shows us that there is a bit of regularity in the apparent irregularity.

There is regularity in their irregularity.

Class 1: The verbs of this class are of one syllable and have a long “i” as their vowel sound - *bite, drive, ride, rise, shine, slide, smite, stride, and write*. For many of them, the vowel in the past tense form is long “o” and the participle form ends in *-en*, e.g., *drive - drove - driven*.

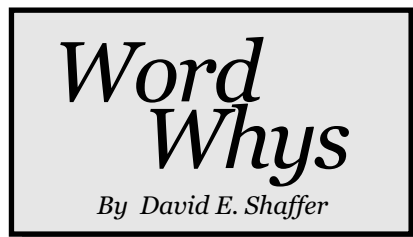
Class 2: As with almost all of these strong verbs, those of this class are monosyllabic. Their participle form usually contains a long “o,” which has, in many cases, been assimilated to the past tense form, e.g., *choose - chose - chosen*. The six verbs in this category are: *choose, cleave, dive* (Am. E.), *fly, freeze, and shoot*. In Old English they differed only slightly from class 1 verbs with their slight difference in vowels.

Class 3: A short “i” in the bare verb form characterizes most of the members of this class. Their past tense often manifests a long “a” and the participle form contains a short “u”: *sing - sang - sung*. However, the past form is often also a short “u”: *spin - spun - spun*. Also included among the 23 words of this class are: *find, run, swell, and fight*. *Fling, ring, and string* are not original members of this class, but instead have adopted their forms by analogy with *sing*, etc.

Class 4: As the smallest of our seven classes, with only

five members remaining, this grouping exhibits the suffix *-n* in its participle form in Modern English, and a long “o” in their past tense in four of the words: *bear, break, steal, and tear*. *Come* is the fifth.

Class 5: Though once a highly cohesive group of words in Old English, the cohesion has been largely lost in Modern English. A majority of the group does still end with an *-n* in their



participle form, and the vowels are either a long or short “i,” or a long or short “e”: *bid, eat, forget, get, give, lie, meet, speak, see, sit, and weave*.

Class 6: The vowel sequence of *shake - shook - shaken* and *wake - woke - woken* come nearest to that manifest in Old English for this class of verbs. The other members of the group are *draw, forsake, slay, swear, take* and *stand*, which is now an anomaly (*stand - stood - stood*).

Class 7: The conjugating homogeneity that this class of verbs once held has been largely lost, although a majority of the participle forms do still exhibit a final *-n*. Their vowels are long or short “e,” long “o,” or short “a.” The ten members of this final group are: *beat, blow, fall, grow, hang, hold, know, let, sleep, and throw*. The conjugation of these last two clearly exemplifies this class’ lose of homogeneity: *sleep - slept - slept; throw - threw - thrown*.

Although the irregular verbs presented here are of seven classes, they do represent cross-class regularity in a numbers of ways: (a) they are all of Germanic origin, (b) they are almost all monosyllabic (for those that are not, the first syllable is a prefix), (c) many of them have *-n* or *-en* as their participle form, and (d) none of them have the suffix *-ed* as a conjugated form. Thus, there is regularity in their irregularity. Proof of this would be to ask a native English speaker to conjugate a made-up word such as “frake.” Most would conjugate it the same way: *frake - froke - froken*.

The Author



David Shaffer’s English contains additional irregularities. In his western Pennsylvania dialect, he says to his two children: You have to redd up your room (*redd - redd - redd*), Leave her go outside (*leave - left - left*) and The car needs washed (cf., *needs washing*). His other irregularities are easily remedied by a laxative. Email: disin@chosun.ac.kr

Checklists

This is the third article about materials design, and we haven't applied any ideas onto the blank page yet. However, there is a reason for this. When the creation process gets under way, the materials take shape according to the principles and beliefs of the designer. Recognizing this, the previous article was about setting the goals (cognitive, affective, social, cultural, and linguistic).

Even when the goals are identified, however, the hidden or unconscious teaching agenda will impose itself on the materials. It's a good idea, therefore, to make a checklist for the materials you design. This list can be based on principles that you believe, or believe that you believe. So today, here are some considerations for the contents of a pre-design checklist. It is easy to think that making materials just involves putting some grammar points on the page, but

as you can see, there are many more factors involved. How about using these categories to identify what you want to do, and making a checklist that will help you to design suitable materials?

Materials Design

By Andrew Finch

The Author



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

Pre-design Checklist (Before Starting)		✓
Goals	Affective (emotional management) Cognitive (problem-solving, etc) Communicative Cultural Linguistic Social (collaboration, responsibility, etc.) Study skills (Learning how to learn)	
Input	Authentic Pedagogic	
Activity Types	Information gap Information transfer Opinion gap One-way task Two-way task Discovery task Experience task Shared task Guided task Independent task	
Teacher Role	Ringmaster (controller) Facilitator Monitor (observer) Participant	
Learner Role	Passive recipient of input. Active interactor and negotiator. Involved in a process of personal growth. Involved in social-based language learning. Taking responsibility for his/her own learning.	
Settings	Individual Pair Work Small Group Work Whole Class	

Post-design Checklist (After Finishing)		✓
1.	The materials are at the right level for the learners.	
2.	Learning impact is achieved through novelty	
3.	Learning impact is achieved through variety	
4.	Learning impact is achieved through attractive presentation.	
5.	Learning impact is achieved through appealing content	
6.	The materials expose learners to language in authentic use.	
7.	There are opportunities for self-assessment and reflection.	
8.	The materials will be perceived by learners as relevant and useful.	
9.	The materials require and facilitate learner self-investment	
10.	Learners are given opportunities to communicate.	
11.	The materials help students develop their cultural awareness.	
12.	The materials help learners to develop their cognitive skills.	
13.	The materials help students develop emotional management skills.	
14.	The materials help students develop their learning strategies	
15.	The materials help students develop their linguistics skills	
16.	The materials help students develop their social skills	
17.	The materials permit a silent period at the beginning of instruction.	
18.	The materials encourage intellectual, aesthetic and emotional involvement, which stimulates both right and left brain activities.	
19.	The materials provide opportunities for outcome feedback.	
20.	The materials take into account learners' multiple intelligences.	


Continued from page 11.

Do not expect to find a textbook to fulfill all your needs, but you may get lucky. Our department has had an agreement with the university's publisher that we have to use a conversation book published by them rather than a commercially available book. On the other hand, most of the books I looked at when I created many of the courses above were either unsuitable for my student's needs because of language or cultural content, or were too expensive in my view (when adding up the cost of textbook, workbook, instructor's book, audiotape, video/DVD, etc.). Thus, I prefer workbooks and have created them for all the courses listed above (keeping student costs at around 10,000 won in every case except *The Story of English* workbook, which was about 15,000 won). The choice is, of course, yours.

Build on what the students know already and set clear goals for yourself and them. After almost eleven years in Korea, and almost nine years teaching at Hanyang University, I feel that I have a good grasp of my students' needs and abilities. With that experience to draw on, I crafted all of the courses above based on the students' needs (as expressed to me many times in the past) and on my own (alleviating my boredom with generic conversation classes as well as stretching

myself intellectually and professionally). I have been fortunate to be able to deal with a department and a program that has encouraged me to do this. These successful CBI courses even outpaced my initial hopes in almost every case. The fact that over half of these courses have waiting lists and those offered only once a year have recently been offered both terms to meet student demands only encourages me to believe that I have been doing something right. In the end, I hope your experiences with CBI will be even more successful and rewarding than mine have been.

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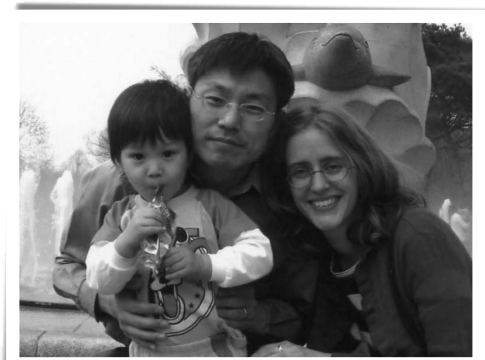
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Heidi Vande Voort Nam: Serenaded Educator

Her name is distinctive. You may recognize it from one of several KOTESOL SIG forums or from the pages of *The English Connection*. You may have also met her in connection with SIG activities at the International Conference. Heidi Vande Voort Nam is very much involved with Special Interest Groups - she is presently facilitator of the Christian Teachers SIG and the SIG Representative to the International Conference Committee.

Heidi came to Korea in 1997 from Grand Rapids, Michigan, USA. There she grew up in a close-knit family of five. Also in Grand Rapids is Calvin College, where she graduated in 1996 in English Literature. She spent much of her college life in the Calvin Theatre Company where she even wrote and directed a musical tragedy during her senior year. For the year between her graduation and coming to Korea, Heidi had a routine data entry job. Her life was not boring, however. By late afternoon, she was at the community theater, where she was a member of the opera chorus for a stage adaptation of Mendelssohn's *Elijah* and acted in German in a stage production by playwright Bertolt Brecht.

Between her singing and acting with the theater, Heidi also did volunteer English tutoring. While teaching the



▲ Heidi with Taek-hyeon and little Joseph.

recruiter for Korea. "It's good way to travel and pay off college debts," she thought. This brought Heidi to the Peninsula in August of 1997 - just two months before the Asian financial crisis clobbered Korea. Though many English teachers left at this time, she decided to stay on. After all, she enjoyed teaching and she had committed to directing her church's Easter play in the spring. Soon afterwards, the closure of her institute led her to the position at Chongshin University that she now holds.

At Chongshin, Heidi teaches a variety of courses. In addition, to general English courses, she teaches skills courses and teaching methodology to English Education majors. The course that is her favorite, because she can feel that it makes a difference, is Classroom English, which her students begin before

they do their student teaching. Another course that she teaches, one that she believes to be unique in Korea, is Christianity and ELT, which surveys several approaches to Christian language teaching pedagogy. A challenging but enjoyable course that she is teaching this spring semester for the first time is a basic listening course. What makes it challenging is that the beginner students are comprised of North Koreans, Chinese, and older students.

Membership Spotlight

By David E. Shaffer

Heidi finds it hard to categorize her teaching style because she is always experimenting and her style is always evolving. However, she does very much enjoy collaboration, which reminds her of her work in the theater. She loves the synergy of both, especially when her students take a task and make it their own by doing things with it she hadn't imagined. She walks into class expecting to be surprised and often walks out with more energy than when she entered.

Heidi has taken the concept of collaboration to a higher level, at least in one instance. That was when she was a beginning teacher and her collaborator, Taek-hyeon, was "a star undergraduate student." He would write her "lovely poems" in English and give her flowers. For a finale, he serenaded her - in class - following his class presentation. In addition to these language-learner strategies, the teacher used some of her own. Heidi lent Taek-hyeon a book just before his graduation. Several months later, he returned it, and they began dating. Taek-Hyeon's surname is Nam, and now Heidi's is, too. They married in 2003, after Taek-hyeon had passed his public school teacher's examination. The following year, Nam became the surname of an additional family member - that of little Joseph, who is now going on three years old.

The past few years have held a number of changes for Heidi. In addition to teaching through role plays, she has begun playing the roles of both wife and mother. She has also taken on a new hobby - that of building construction equipment with Joseph and his Lego blocks. Another pastime she enjoys is singing duets with her baritone husband. With all this she still finds time for KOTESOL and facilitating the Christian Teachers SIG and actively participating on the forums of several other SIGs.

As an English language teacher himself, Taek-Hyeon Nam is sure to agree that Heidi is an EFL teacher who deserves to be serenaded.



When Words Fail, Music Speaks Volumes

Music is like a burst of minty fresh breath. This rings especially true when conversation falters or fails. What are the benefits of songs and chants, and how can teachers use them effectively?

The Common Denominator

The joy of music is universal. In all fairness, some students in your class may not appreciate music, but largely, most children enjoy catchy tunes and lively rhythms. Unlike adults, who may have developed specific musical tastes over the years, children's music seems to be universally appealing to children, with cross-cultural similarities in melody, lyrics, and topic. Thus, I am reasonably certain that songs and chants would be a hit in every YL classroom, regardless of class size.

In Practice

Beginning class with a song as a warm-up is a standard lesson plan tactic. Often, the choice of song is a review, a song or chant introduced earlier, or maybe a new song reviewing a recently taught target language objective, i.e., a particular grammar structure. Songs and chants are also independent activities and tasks in their own right. The majority of coursebooks on the market these days include songs and chants highlighting forms, functions, commands, etc.

Teachers may sometimes have difficulty maximizing music's potential. The first problem is that some teachers do not enjoy singing, and they are reluctant to engage in songs and chants. That is unfortunate because these teachers are only shortchanging their students. The second problem is that of not exploiting songs and chants to their fullest. Put simply, playing a CD or tape once and moving along to the next activity is insufficient.

Here, then, are some tips and techniques for making the most out of songs and chants. First, allow students to listen to the song silently in order to learn the words and melody. Realistically, we cannot expect students to sing confidently without being familiar with the song. Next, young learners who are beginning readers will also do well by reading the text aloud without the music. This is also a good opportunity for teachers to assess students' reading ability and pronunciation.

Now, the fun begins during the organizational phase. Break up your class into two groups, an A team and a B team, or assign team names. Place individual students into groups, making sure to balance teams to include both males and females, and quiet and loud students. Another key is to have students stand up. When standing, students sing better. In addition, this involves authentic and genuine communication between students and teachers. Learners are listening

closely for their names and instructions, where to go, and what to do. This organization stage provides opportunities for students to state preferences and likes and dislikes, and to listen for and follow directions. In short, expose students to various commands: *Junghoon, come here. Minjung, you're on Team A. Hyunmin, go to the Cart Rider Team. Stand next to Sumin.* When they follow your directions, it means they understand your message. If there is a breakdown in communication, repeat instructions, but use different words and add body language, e.g., point to where you want someone to go.

Young Learners

By Jake Kimball

The final part of organizing the song is assigning parts of the song to each team or group. Again, to exploit the song to its fullest, you need to do more than just sing the song. For example, alternate lines for each team so that Team A sings lines 1, 3, 5, 7, and Team B sings lines 2, 4, 6, 8. Teams A and B sing the chorus together. The teacher acts as an orchestra conductor, gesturing to each team when it is their turn to sing. Inevitably, some students will sing the wrong lines or lip sync to avoid singing. When this happens, stop the CD or tape and try once more. Again, these are moments for genuine communication and interaction.

After a successful song, pick out a group of four, six, or eight to go to the front of class to sing it one more time. Based on your quick assessment of students' participation, chose a mix of strong and weak singers, but remember not to push reluctant singers who have stage fright. Over time, they will become more comfortable with singing.

Songs and chants are a great way to learn the language and have fun. Keep these tips and techniques in mind when orchestrating songs in your classroom. With enough practice, your students will develop fluency and a sense of rhythm and intonation.

The Author



Jake Kimball is a young learners and teens instructor who can't carry a tune. Though musically challenged, as Director of Studies at ILE Academy in Daegu, he incorporates songs and chants into the curricula of the school's various programs. The areas of ELT program evaluation and curriculum issues are music to his ears. His biggest challenge is keeping in tune with the ELT world around him and balancing educational ideals with classroom realities. Email: ilejake@yahoo.com

Improved Teacher-Evaluation Policy?

By David Ribott-Bracero

While I was still a high school teacher in New York City, merit pay was an idea the school district felt would go a long way toward improving conditions in the public school system. They thought that teachers should be paid more money if they were more effective. However, exactly how do we determine effectiveness? Should it be determined through evaluations of teachers by their students and the parents of those students, as is presently being piloted in the Republic of Korea?

Since March 2007, students and their parents have been involved in the evaluation of teachers at certain designated schools. The purpose is to serve as a pilot teacher-evaluation program (TEP) for nationwide implementation in hopes of improving teacher quality in the nation.

When educational systems undergo restructuring, as is the case in Korea, education ministries must map out solutions. Yet, it is nonetheless worrisome to hear that school-age children will be entrusted with the task of objectively judging whether their classroom teachers have met the standards of instruction handed down by the Ministry of Education.

Park (2004) makes the point that students from Seoul National University, the nation's top-ranked establishment of higher learning, have had trouble securing permanent employment posts once they have graduated. Areas noted as being in need of improvement were critical thinking and problem-solving skills, but any evaluation rubric, even when reduced to its simplest form, involves critical thinking and problem solving. So, if university students at the highest national level fall short in these areas, what can we expect of elementary, middle, and high school students?

A supporter of the TEP, Ahn (2006) has cited that the inclusion of parents in the assessment process will do more for stabilization due to school principals evaluating "according to superficial criteria" rather than "by a genuine assessment of the vocational sense of mission and teaching capabilities of teachers." However, Korea is a country where many parents believe that youthful "white" native speakers should teach English regardless of their qualifications (Park, 2007), and teachers are "troublemakers" if they report violence by students against other students because school officials have decided to turn a blind eye (Crumbling class, 2006). So, it is difficult to assume that students can be relied on to make decisions based on "discreetness and objectivity" when they have been surrounded by less-than stellar models to emulate (Ahn, 2006).

Given the competitive reality that students face daily, it is questionable whether students would favorably assess a teacher who has given them anything but a high grade. Teachers would also be disinclined to give low grades for fear of receiving low evaluations, since evaluation scores and teacher salaries are connected.

Integrity and respect for the system of education suffer as a result, and so too does student betterment, the pivotal goal of

education. If the Ministry is to improve conditions, then they must focus on the restoration of trust between parents, school officials, students, and teachers. Should they remain on course with their current pilot teacher-evaluation program, it would be wise to consider this: The right to choose is innate, but the skills requisite to responsible decision-making must be learned, nurtured, and practiced until it has been proven without equivocation that students are indeed up to the task; otherwise, what is truly being asked of them?

Members' Forum

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The Author



David Ribott-Bracero is a recent MATESL graduate from Saint Michael's College in Vermont, U.S.A. During his six years in Seoul, he has worked at various establishments of higher learning such as Seoul National University, Korea University, and Sogang University. A native New Yorker, he served as a certified ESL teacher in the New York City public school system for three years. Email: Dribott@gmail.com

The TOEFL iBT Writing Section

By Roger Fusselman

Those preparing students for the TOEFL iBT should be aware that now there are two writing tasks instead of one. The top score possible on each writing task is five points, which is multiplied by three to get a top possible score of 30. These 30 points possible represent 25 percent of the entire TOEFL iBT grade, the top score now being 120. The two tasks are the independent writing task, which is identical to the Test of Written English writing task available on previous TOEFL tests, and the integrated writing task, which requires test-takers to read, then listen, then write on a particular topic provided.

The independent writing task is a conventional essay of at least 300 words and must have the structure of a good essay. Test-takers have a short 30 minutes to write from the topic provided. Raters look for the ability to show coherence and flow in writing, a clear beginning, middle, and end. They also look for grammatical and lexical accuracy and evidence that the writer is using grammatical forms and lexical items that are challenging. Students should budget their test-taking time wisely: five minutes to plan their writing, 20 minutes to write it, followed by five minutes of revising, editing, and proofreading. And yes, raters will know if the test-takers have memorized an essay to write beforehand.

Preparation for this writing task is similar to other timed essay preparation. The 185 TOEFL essay topics that ETS uses for this task are available in various places on the Internet. Students can practice writing them and get used to the different kinds of essay topics these represent (e.g., agree-disagree, cause-and-effect, etc.). Reluctant writers should first become comfortable with writing in English, and they should practice writing frequently. In the beginning, the emphasis should be on fluency, on having something to say, rather than focusing on how to say it, since this is essentially the student writing about his or her opinion with good reasons and examples. Brainstorming techniques and good essay structure matter more than grammar and spelling. Do not inhibit the emerging writer with numerous demands of accuracy.

The integrated writing task requires students to read a passage that is 230-300 words long, about three minutes' worth of reading. Students must take notes as they read. Then the text disappears and students hear a mini-lecture, 230-300 words in length (about two minutes long). Students take notes again. The reading passage reappears and students must write for twenty

minutes based on a writing prompt that asks something like "How does the material in the listening cast doubt on the material in the reading?" or "How does the material in the listening relate to the material in the reading?" Students' writing should be roughly 150-225 words in length, but writing more than that shall not be penalized.




Raters look for writing on the integrated task that shows that the students communicated the main points in both the reading and the listening. Summarizing, synthesizing, and paraphrasing are important skills that students should practice for this task. Paraphrasing is especially important, since it shows the raters at ETS that students can understand the material without simply parroting its words back to the reader of their writing. Find articles on the Internet, have students outline them, then find audio files on the same topic, so that students can write about how the two sources relate. Students may even find two sources on the same topic on their own. Students should discuss the interconnection and avoid discussing their own opinions on what the sources discuss.

For links to plenty of related resources to help build the above-mentioned skills, go to the TOEFL teachers' forum at Dave's ESL Cafe (at <http://forums.eslcafe.com/teacher/viewforum.php?f=18>), where you will find a "sticky" at the top entitled "TOEFL iBT Links 101," prepared by toeflsmeagle. This contains links to websites that provide supplementary material for both the integrated task and the independent task, including TOEFL scoring rubrics, TOEFL essay topics, news web sites with sound files (to construct your own integrated writing tasks), and numerous writing skills web sites.

The Author



Roger Fusselman (a.k.a. *toeflsmeagle*) works at Lee Sang Hee Preparatory School in Pohang and coordinates the Pohang subchapter of KOTESOL under the auspices of the Daegu-Gyeongbuk Chapter. He can be reached at fusselman@hotmail.com. 

2007 KOTESOL National Conference Report

This year the KOTESOL National Conference was held in Daegu at Kyunpook National University. It was co-hosted by Daegu-Gyeongbuk and Busan-Gyeongnam Chapters in conjunction with the annual KNU-KOTESOL conference. On Saturday, June 2, the Opening Ceremony took place in front of a packed audience. A very warm message of welcome and congratulations from the President of Kyungpook National University was presented by the Dean of the Graduate School, and an equally warm message of greeting was presented by the KOTESOL President, Dr. Marilyn Plumlee. Following brief greetings from the Department Head of English Education and the President of the Busan Chapter of KOTESOL, a beautiful plaque of recognition was presented to Dr. Chae Joonkee, the first Daegu Chapter President and a long-time Chapter officer, for his indefatigable support of the Chapter and KOTESOL since 1993.

The conference this year was fortunate to have three well-known and internationally respected plenary speakers, in the persons of Dr. Curtis Kelly (Osaka Gakuin University, Japan), Dr. David Carless (University of Hong Kong), and Kip Cates (Tottori University, Japan). In keeping with the tradition of the past KNU-KOTESOL International Conferences, all the speakers were selected for their work in TEFL in East Asia, and therefore they had very meaningful experiences and insights to share with the appreciative audience members.

Dr. Curtis Kelly is well-known for his book *Writing from Within*, which takes a student-centered, holistic approach to EFL writing, and it was evident from his plenary presentation that a great deal of thought goes into everything he produces. His title, "Brain-Compatible Teaching: Exploration of the Factors that Cause Learning," might have sounded rather theoretical, but the presentation very soon got down to the problems that teachers face in the EFL classroom.



▲ Members of the 2007 KOTESOL National Conference Committee

Interestingly, Dr. David Carless touched on a similar topic, even though his presentation, "Grammar options within a task-based approach," was ostensibly very different. While talking about available and appropriate methods of incorporating grammar into a task-based approach, Dr. Carless argued for eclecticism, in terms of finding what methods work for the students. He also mentioned some of his own experiences in teaching students who were not ready for the grammatical forms he was doing his best to get across.

Mr. Kip Cates finished off the plenary sessions for the day, providing his usual helpful and informative insights into ELT and global issues: "Becoming a Global Teacher: 10 Steps to an International Classroom." This presentation was particularly helpful for visiting local teachers, who are often keen to include an aspect of global studies into their lessons, but do not know how to do this.

The plenary sessions were well attended, and audience members seemed very satisfied. In particular, the many student volunteers were extremely impressed with these sessions, and expressed their deep gratitude for being invited to help at the conference.

It was a very busy day for the Conference Committee as many participants come to enjoy the various presentations. As paying attendees, there were 74 KOTESOL members (including 9 new members), and 121 non-KOTESOL members at the conference. Including all the attendees, volunteers, presenters, and conference committee members, there were over 320 people attending. KOTESOL members came from almost all of our chapters. Members of the National Council were also present to answer questions about the organization and the International Conference Committee was recruiting volunteers for the International Conference in Seoul this October.

Presenters seemed to enjoy the experience, and their preparation and energy were truly inspiring. Attendees were impressed with the wide range of topics covered in the presentations this year. Healthy discussions were taking place at the end of presentations and throughout the day.

The Conference was considered a success - even before the event closed with Indian cuisine for dinner at a nearby restaurant. This fabulous day, however, would not have been possible without the hard work of the Conference team and student volunteers.

The Contributors

Dr. Andrew Finch and Dr. Steve Garrigues, Conference Co-chairs; Sherry Seymour, Daegu Chapter Secretary; and Fred Stark, Conference Tech Manager.



Asia TEFL 2007: Report From Kuala Lumpur

By Lucy Yunsil Lee

Asia TEFL held its fifth International Conference in Kuala Lumpur, Malaysia, from June 8-10, 2007, at the Putra World Trade Center (PWTC). Under the theme of *Empowering Asia: New Paradigms in English Language Education*, ELT professionals from Asia and beyond got together in this tropical city that boasts both a rich, multiethnic culture and ultramodern, metropolitan characteristics. With almost 9000 members from 37 Asian countries and 21 outside of Asia, Asia TEFL has grown into a major player on the ELT scene in less than five years.

According to the Malaysian English Language Teaching Association (MELTA), co-organizer of the conference, this has become the biggest English language-related event ever held in Malaysia, as the association marks its 25th year of service in Malaysia this year. Held as a concurrent event was the first Malaysian International Language Exhibition (1st MILE), comprised of various ELT publishers and institutions which exhibited important resources and provided timely information to conference attendees.

Located in the northern part of Kuala Lumpur, PTWC is a modern facility that can accommodate various conferences and events. The size of the conference required the conference organizers to work in a tightly organized manner, and the administrative details seemed to be taken care of effectively, despite the occasional wait or the inevitable technical glitch. The program book that each participant received in a bag was very useful, with maps guiding conference-goers to presentation rooms and presenter abstracts. The opening ceremony started with Doa, a Muslim prayer session. I felt it unusual and exotic at first, but I soon realized that this gave all the participants, regardless of religion, a sense of calmness and mental preparation for the following three days.

As keynote speaker Majani Zainal Abidin mentioned, English is now truly the lingua franca of Asia, and we were immersed in many of the Asian varieties of English throughout the conference. Seven plenary speakers and ten featured speakers with varied expertise delivered messages related to how to empower Asian students with English. In the first plenary session, Jun Liu's out-of-the-box approach to the concept of communicative competence - namely, "communicative incompetence," "the competence of incompetence," and "the incompetence of the competence of incompetence" - stimulated the audience's intellectual curiosity. He informed us that these concepts are closely linked to respect for the Asian students' culture and social identity. English as a global language was the key message of the speeches by David Graddol, Joseph Lo Bianco, and Gunter Kress, while Paul Kei Matsuda and Ronald Carter dealt

with more specific areas of EFL, writing and grammar, respectively. Another plenary speaker, Ibrahim Ahmad Bajunid, stated that empowering learners cannot be done without enabling them, and he once again reminded us of our responsibility as teachers.

Workshops and demonstrations provided participating teachers with hands-on classroom activities, while colloquia offered valuable information on the ELT situations in the Asian countries and contexts. Some 500 presentations covered various content areas, such as methodology, language acquisition, intercultural awareness, and teacher development, to name a few.

A great emphasis was put on networking during the two daily teas and lunch, and especially at the official dinner held on the evening of the second day. As this was my first overseas TESOL conference, chatting with other ELT professionals from around the world was as informative and eye opening as the presentations and the speeches themselves. Commentary from our Malaysian hosts regarding their language policies and their multicultural society were much more enlightening than reading any tourist guidebook. Then there was the sheer pleasure to get to know so many TEFLers and TESLers, who have similar, yet different, areas of interest. In addition, the meaning of "English as an international language" could not have been better felt than when, at a lunch table, five of us coming from five different countries with five different languages had a wonderful talk interspersed with laughter. The moment allowed us five non-native speakers to realize how we truly "owned" English! We agreed that EFL teaching methods should, first and foremost, cater to the students' needs and that inner circle-oriented "native speakerism" should be reconsidered.

There is no doubt that all the participants brought home something with them: Whether it is some new idea on classroom activities, a practical research topic, or new foreign friends, we all benefitted from this superb ELT jamboree. Bali, Indonesia, will be next year's conference venue - the location and its August 1-3 dates are ideal for an academic event wrapped into an extended summer holiday. Now let's get back to work and start saving for the trip!

The Author



Lucy Yunsil Lee (MA TESL) is a Ph.D. candidate in TESOL at Hankook University of Foreign Studies. She has been a freelance interpreter-translator for the last 10 years, and her teaching experience includes English-Korean interpretation at several graduate schools and tutoring young learners. Email: dikkylucy@hotmail.com

2007 IATEFL International Conference

By Sean O' Connor

From the 18th to the 22nd of April I served as the KOTESOL representative to the International Conference of the International Association of Teachers of English as a Foreign Language (IATEFL), held in the beautiful city of Aberdeen in the United Kingdom. The conference was held at the Aberdeen Exhibition and Conference Centre. There were about 1600 people from 70 different countries in attendance and another 1330 registered for "Aberdeen Online." Aberdeen Online is an outreach program to allow participants who were unable to attend in person to register to see some of the presentations online. This was an excellent way to broaden the participation base of the conference.

This year's conference consisted of over 300 sessions including: talks, workshops, poster presentations, symposiums, panel discussions, morning discussion groups, SIG open forums, publisher signature events, and of course, the plenary sessions.

There was one plenary session on each day. On Thursday, Guy Cook had a presentation titled "Unmarked Improvement: Values, Facts, and First Languages." In this plenary, he spoke about what it means to "improve" English language teaching and learning. On Friday, Agnes Enyedi had an interactive plenary titled "The Rather Well Fed Caterpillar and the Very Hungry Butterfly." The presenter spoke of the metamorphosis that takes place in the seven stages of language learners or language users becoming language teachers. Mike Sharwood Smith was Saturday's plenary speaker with "You Can Take a Horse to Water but You Can't Make it Drink." His presentation focused on the question of how much the learner or the teacher can control the learning process. On Sunday, our final plenary speaker, Maggie Farrar, inspired us to take a leadership role in the work we do

with her talk "Dealers in Hope."


Other notable presentations include the ELT Journal debate titled "English is too important to be left to the native speakers." This lively debate explored such issues as what the relevance is of native speaker norms of grammar, vocabulary, and pronunciation. There were so many presentations in so many subject areas that I was sorry I could only see a few them.

Along with the regular sessions, IATEFL offered all attendees a range of interesting events in the morning, at lunchtime, and in the evening. There were morning discussion groups hosted by some well-known speakers. Lunchtime events included scholarship information sessions and musical interludes. The evening events are always a big hit at the IATEFL conference and a good chance to network. For example, attendees were offered the chance to attend a civic reception with the mayor of Aberdeen one evening and on another, a Burns Night, which involved the piping in of the haggis and a reading of Robert Burns' address to the haggis. David Crystal returned this year with another of his hilarious performances. He claims to have found some previously unknown Shakespeare manuscripts hidden in a drain in Stratford and brought them to public attention for our delight.

As the KOTESOL representative, one of the most important duties was to attend the Associates Day workshops. Associates Day is a chance for the representatives of other teachers' associations to meet and discuss matters of common concern. There were 70 teachers' associations represented this year.

This year's agenda had several important and interesting issues, including the article bank. The article bank is a repository of articles from teachers' associations for others to reproduce in their own publications. Another sharing project in progress is the creation of a resource book. When completed this will be a web resource that all member teachers' associations can access.

We also discussed the relationship that teachers' associations have with special interest groups (SIGs) and how these groups can create a common electronic group to support the facilitators of these SIGs. The final workshop of Associates Day was about "success stories." Members of teachers' associations were invited to share with the group stories of successful events or people in their teachers' association.

The 2008 IATEFL conference will be held in Exeter in the southwest of the UK. It's really worth the trip. 



▲ Sean O' Connor, right, at IATEFL 2007 Associates Booth with fellow KOTESOLer Jang-Ho Won.

Sleepless in Seattle: Report on the TESOL Convention

By Marilyn Plumlee, KOTESOL Delegate

One word best sums up the annual international TESOL Convention - staggering! Staggering in scope, in size, in the number of attendees, and in presentations and conference events. Staggering, all of it! Approximately 8,000 TESOLers from all over the world convened in Seattle, Washington, from March 19-24, 2007, for the 41st Annual TESOL Convention and Exhibit.

As KOTESOL's delegate and current president, I attended sessions that were required of Affiliate delegates (Korea TESOL has always been a TESOL Affiliate) and that would bring the most benefit to the organization as a whole. My personal schedule included the following: two pre-conference workshops, the TESOL Leadership Development Certificate Program (LDCP), the NNEST Caucus meeting, the Affiliate Leadership Workshop, the Affiliate Assembly, several plenary sessions and several individual presentations. I staffed our KOTESOL booth in the Exhibit Hall during our allotted time period. Our booth was very popular and attracted a constant stream of visitors - typically, they were people who had lived in Korea or who were curious about employment opportunities and conditions here. I also attended several 7:30 a.m. informal Interest Session discussion groups and stayed late for social gatherings of the second language research group, the forum on cross-cultural issues, and the NNEST caucus.

Also on offer were twenty Educational Site Visits to local elementary, middle and high schools with sizeable ESL or bilingual programs, each offering a different model: from more traditional transitional bilingual programs to an experimental Spanish-English dual language program. Other Seattle area educational visits which reflected the local culture were adult immigrant and refugee programs, the Latino Night School, and a tribal Native American heritage program on the Tulalip Reservation run by eight staff members who are the Lushootseed language's only remaining native speakers. Unfortunately, commitments at the main venue prevented me from taking advantage of any of these off-site visits. I was inspired by the array of visits on offer, however, and have proposed that we offer a visit to an English Village in the Seoul area as KOTESOL's first foray into offering local site visits to attendees as part of the educational program at our own international conference.

A unique type of session at the TESOL Convention is the Energy Break. These are sit-down appointments for up to eight people scheduled with a well-known TESOL


leader in mid-afternoon. The participants pay \$10 for the privilege of interacting with a recognized authority and are provided with a light snack while discussing a pre-determined topic with the TESOL leader. I booked an Energy Break with TESOL past president Elliott Judd, who provided information from his personal involvement on the issue of "Language Policy in the USA," a topic I sometimes include in my class on American Language and Culture. The one-hour conversation with Mr. Judd was like having a ring-side seat in the halls of Congress and was well worth the investment. Among other Energy Breaks on offer were

Staggering! 8,000 TESOLers from all over the world.

ones led by Betty Azar, renowned textbook author, Non-Native English-Speaking Teacher (NNEST) Caucus activist Ahmar Mahboob, and the well-known textbook author Douglas Brown, who led his table in a discussion on "Critical Language Assessment: Promoting Fair Testing Practices." The Energy Break is a successful model for relatively intimate attendee-distinguished speaker interaction which I would like to try to implement at our own International Conference.

Although the TESOL Convention is so huge that one person cannot possibly cover more than a fraction of the stimulating sessions, what I especially enjoyed was the sense of community I derived from being a member of several more narrowly focused groups (the NNEST Caucus, the LDCP, the Affiliate Assembly, the Pre-Convention Institutes) where there was a continuity of topics covered and a chance to see familiar faces from one presentation to the next.

Going to TESOL as an official delegate gives one immediate exposure and a circle of peers, but going as a simple attendee or presenter gives one more freedom to make session choices and would be immensely beneficial for anyone's professional development. I strongly urge anyone who can afford the time away from classes to try to attend the next TESOL Convention in New York City in April next year. Updates on the 2008 Convention will be periodically posted at www.tesol.org.

For those who would like to get a sense of what happened at the TESOL 2007 Convention, for-pay access (for non-attendees) to fifty event-casts is available at www.tesol.org/convention/eventcasts. 

KOTESOL In Action

Edited by Jake Kimball

Special Interest Groups

Christian Teachers SIG

By Heidi Vande Voort Nam

The CT SIG offers opportunities for fellowship and discussion with Christian English teachers. If you would like to meet Christian teachers in Seoul, contact Grace Wang (ghwang97@gmail.com) and if you are interested in meeting Christian teachers in the Daejeon area, contact Virginia Hanslien (virginia18@gmail.com). Virginia and her family hosted a gathering for Christian English teachers in Jochiwon on April 28.

On our on-line community (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG), members of the group have been exchanging prayer requests, encouragement, and information about job and volunteer opportunities for Christian teachers. On May 17, we began discussing the book *To Know as We Are Known: Education as Spiritual Journey*, by Parker Palmer. We will continue discussing one chapter of the book on-line each week and hold a face-to-face discussion when we have completed the book. If you would like to participate in the discussion, please visit our on-line group. For more information about the CT SIG, contact Heidi Vande Voort Nam, heidinam@gmail.com

Global Issues SIG

By Bob Snell

On June 2nd, the KOTESOL-KNU National Conference was held in Daegu. There were a number of excellent speakers, but for me, the highlight was two presentations given by Kip Cates. Kip is a professor from Tottori University, Japan, and is also the president for the Global Issues for Language Education SIG in the JALT organization. Kip gave a workshop entitled "Teaching Global Issues in the Language Classroom." He discussed how teachers could introduce the theme of the Nobel Peace Prize in class and gave a number of very practical, creative ideas for how to involve students in a discussion. In the afternoon, Kip gave the closing plenary, "Becoming a Global Teacher: 10 Steps to an International Classroom." For those interested in this subject, you can find the outline of Kip's talk on the Global Issues SIG website (sign onto the Forum, and look under "Files").

The second edition of the Global Issues Newsletter is due out in the next week or two. Check for it on the GI-SIG web site under "Resources." We encourage anyone who has an interest in global issues to submit an article for future newsletters. We are particularly interested in lesson plans, showing how teachers can develop specific ideas for use in their language classes.

The Global Issues SIG is attempting to provide a forum among English language teaching practitioners to stimulate awareness and understanding of global issues and to encourage the development of global education within language teaching. The use of global issues within the classroom aims to equip students with the knowledge, skills, and values that can help them confront both local and global problems. It is essential that our focus should relate to EFL in Korea, and in the world. Contact Bob Snell for more information: bsnell2@yahoo.com

Spirituality in ESL SIG

By Greg Brooks-English

The KOTESOL Spirituality Special Interest Group (KS-SIG) has been busy this past spring developing curricula, most recently for a series of six 50-minute lessons based on *The Matrix* I, II, and II 1/2, for upper-intermediate students for ages middle school and up. Another version will be coming out this summer for elementary school students at the advanced-beginner level. *The Matrix*, an animated cartoon spoof of *The Matrix*, is fun for all ages and very informative about food consumption.

Another curriculum we are developing is a series of "shorts" from the Spiritual Cinema Circle (SCC), which can be used in a four-skills class for university students at the advanced-beginner, low-intermediate, intermediate, and advanced levels. Lessons start out with listening, progress to reading, combining the two with very clear context; then speaking, and finally writing, follow. The lessons end with organized groups of students performing role-plays, utilizing the monomyth of the hero's journey. This has been very popular with test groups so far. Another method explored, besides film and video, was Total Physical Response (TPR), by Annie Shapiro, from Dongguk University, who spoke about how TPR helps students connect mind and body using simple yoga postures for young and old beginning learners alike.

Lastly, in March, Ruth Liddle shared numerous handouts and wisdom about living values in EFL/ESL education, which is a comprehensive values education program offering a wide variety of experiential values activities and practical methodologies to educators, facilitators, parents, and caregivers that enable children and young adults to explore and develop twelve universal values. In addition to programs for classrooms and parent groups, LVEP offers special materials for street children, children affected by war, and children affected by earthquakes. Implemented in

74 countries at over 7,000 sites, educators report positive changes in teacher-student relationships and in student-student relationships both inside and outside of the classroom.

Young Learners & Teens SIG

By Jake Kimball

Over the past three months, we have had an active discussion board, with members commenting on topics ranging from the future of the iBT TOEFL test, EFL standards, and flashcards in the classroom. Linda Fitzgibbon, Jennifer Young, Pat Copeman, Martin Todd, and Aaron Jolly have all contributed to a useful and practical dialogue. The discussion regarding how to exploit flashcards has proved to be very worthwhile.

Please join us by visiting our Yahoo Discussion Group, <http://www.kotesol.org/?q=YoungLearners>. We hope to have a vibrant on- and offline community by the time the International Conference rolls around. This summer we will publish our second newsletter, *TYLT*.

Next spring, we will continue the tradition of holding a YLT conference, this time with a stop in Changwon, where the event will be co-hosted with Busan-Gyeongnam Chapter. The theme for next year is *Testing and Assessment for Young Learners and Teenagers*.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Todd Vercoe

It is often said that "a change is a good as a rest," and recent events in Busan-Gyeongnam Chapter have proven this true. We changed our meeting day to the third Saturday of the month and changed our venue to the ESS Language Institute in Nampo-dong, Busan, and these changes have definitely born fruit. Attendance at meetings has been up and many new, eager faces have been attending meetings.

It has been a busy and productive spring for us in Busan-Gyeongnam Chapter. In addition to our regular meetings, we have been busy at work with the Daegu-Gyeongbuk Chapter in building a National KOTESOL Conference for June 2 at Kyungpook National University. I hope all of you had as great a time as I certainly had!

We will be taking our usual summer break in July and August, and there will be no chapter events, but look forward to a busy fall with meetings continuing on the third Saturday of the month at ESS. In addition, we will be continuing the tradition of last year by having an extended training seminar day at our December meeting.

Cheongju Chapter

By Walter Foreman

The Cheongju Chapter is currently in a period of transition. During this time, both national and chapter executive members are examining ways to strengthen the chapter and to reconnect with its member base. Contact Walter Forman: walter.foreman@gmail.com

Daegu-Gyeongbuk Chapter

By Sherry Seymour

About 25 people attended Robert Snell's May workshop on Global Issues. First, Robert talked about the importance of teaching Koreans critical thinking skills. He explained a game called "Big 6," for which workshop participants divided into groups to briefly test the game. The game had six different types of questions: task definition, information-seeking strategies, location and access, use of information, synthesis, and evaluation. Workshop participants noted that teachers might have to re-word the questions in the "Big 6" game in order to be less culturally specific.

Secondly, Robert talked about some excerpts from the book *How to Change the World: Social Entrepreneurs and the Power of New Ideas*, by David Bornstein. This book provides various true stories of successful social entrepreneurs. Robert emphasized the importance of using such "hopeful examples" of global issues in the classroom in order to avoid burdening students with feelings of hopelessness in regards to the overwhelming problems of today. Participants suggested that students could think of solutions to some problems in Korean society in order to make things more practical and closer to home. Although this could be beneficial, others pointed out that Korean students also need to know about other countries and their problems. Handouts for both the "Big 6" game, and excerpts from Bornstein's book were provided.

Daejeon-Chungnam Chapter

The Daejeon-Choongnam KOTESOL chapter is a very active organization committed to the promotion of the scholarship of teaching and learning English as a foreign language in the Korean K-12, language institute, tertiary English education systems, and beyond. Our next meeting is June 23, when Tim Dalby will present on "Teaching Using Taboos." There will be no summer break, as we will also meet in July and August. Check the web site for further updates and directions.

Gangwon Chapter

By Chris Grayson

Our little chapter continues well. We have a steady core

of 20 or 30 regular attendees at our congenial monthly meetings, which strive to provide useful teaching ideas along with an opportunity for casual networking.

Our May meeting featured a presentation by Phil Owen, National KOTESOL's 1st Vice-President, on the topic of "Hear-Say Activities for Almost Any Classroom." It is hard to come across novel classroom activities with wide applicability, and this definitely qualifies. Feedback on his workshop has been entirely positive. In addition, it was the first time a National Council member has visited our chapter since our inaugural meeting five years ago. Thanks, Phil!

We meet the second Saturday of every month at the Sokcho Office of Education. New participants are always welcome. You can also look forward to homemade food offerings, home-brewed beer, and our free book-exchange shelf. Our meetings invariably spin off into dinner and more socializing.

Gwangju-Jeonnam Chapter

By Yeon-seong Park

Gwangju-Jeonnam Chapter held May and June workshops. In May, we listened to Eun-young Choi's presentation, "Learners' Experiences during Cooperative Learning in a College English Reading Classroom" and Kathryn D'aoust's "Yoga English." There were about 20 attendees, and Yoga English was a unique experience for us.

In June, Adriane Moser talked about "Multiple Intelligences and Trait-Based Writing Assessment," while Jon Reesor shared his teaching experience with a presentation entitled "Principles and Practicalities of Group Work." We will have a two-month vacation and resume fall workshops at Chonnam National University on September 9. Marie Pascual is in preparation for sharing her research on reading fluency. As outreach workshop coordinator, Maria Lisak has also started preparing for our October workshop in Yeosu, to be held on the second Saturday of the month.

North Jeolla Chapter

By Ingrid Zwaal

Things have been busy in North Jeolla. On May 19, we had our annual conference. This year, we moved back to Jeonju University and had a pleasant afternoon with 14 presenters. The participants included many familiar faces, and we welcomed a number of new faces as well. On June 9, we took our show on the road as we met in another city, Iksan. One of our long-standing members, Tammy Park, hosted our workshop at the Iksan SLP Language Institute. Tammy generously provided a barbeque after the meeting, and we gained some new members.

Finally, a reminder about our annual drama festival:

The date has been moved to October 6, so if you plan to enter a team, you should start soon. For more information, contact Ingrid at northjeolla@yahoo.com.

Seoul Chapter

By Jennifer Young

The Seoul Chapter sprang into the spring semester with our annual conference on March 31. The conference theme was *Bring the World to Your Classroom* and featured perennial favorites, such as Kip Cates, who delivered a wonderful plenary talk.

The conference was well attended by both members and non-members, and ended with the Seoul Chapter executive election results. Re-elected to their positions were Mary-Jane Scott (President), Frank Kim (Second Vice-President), and Ksan Rubadeau (Treasurer), and Jennifer Young was elected First Vice-President.

We bid a sad farewell to long-time executive members Joe Walther (First Vice-President), Alex Pole (ASK Editor), and Suzy Bautista (Membership Coordinator). This spring we have welcomed to the executive Grace Wang (Secretary, elected at the April Chapter workshop), Tamara Kowalska (Publicity), David Ribott-Bracero (Membership Coordinator), Dionne Silver (ASK Editor), and Dennis Murphy Odo (Webmaster).

We look forward to another great year of interesting and relevant workshops. Our June workshop, "Teaching Speaking: How to Get Your Shy Korean Students to Talk," will feature Grace Wang. In July, we will have another of our popular Ideas Exchange workshops. These are always a great source of classroom tips and activities, and should not be missed!

Suwon-Gyeonggi Chapter

By Chang Myounghwan

On Saturday, April 21, the Suwon-Gyeonggi Chapter held its 54th regular meeting at the University of Suwon. The presenter, John Angus McNeil, presented on "Making English Engaging in the Classroom," which fascinated our 70 participants, that is 8 native speakers, 18 elementary teachers, 40 secondary teachers, and others including two elementary students. The meeting was a big success. On Saturday, May 19, we had our 55th regular meeting. The presenter, Sandra, covered "The Arts and Language Development" and impressed the participants. Most people agreed that her teaching material could be adapted to all levels of students. Her visual art teaching method was excellent and applicable for all.

The Suwon-Gyeonggi Chapter executive has two new faces. Myungok Choi (Daelim College, Department of English) is our new Outreach Coordinator, and Jeonguk Heo (Pocheon-il High School) is our

Continued on page 41.

World Calendar

Compiled by Jake Kimball

Conferences

- Jun 8-10 '07** Asia TEFL: "Empowering Asia: New Paradigms in English Language Education." Putra World Trade Centre, Kuala Lumpur, Malaysia. (Email) asiatefl2007@yahoo.com (Web) <http://www.asiatefl.org/>
- Aug 6-11 '07** The 47th Workshop for Asian-Pacific Teachers of English. University of Hawaii at Manoa, Honolulu, Hawaii, USA. (Email) cape@cape.edu (Web) <http://www.cape.edu/programs/teachers/index.html>
- Aug 7-11 '07** The 27th Annual American Studies Forum: "The American Mosaic: The American People in an Age of Globalization." University of Hawaii at Manoa, Honolulu, Hawaii, USA. (Email) cape@cape.edu (Web) <http://www.cape.edu/programs/american/index.html>
- Sep 15-17 '07** Symposium on Second Language Writing 2007: "Second Language Writing in the Pacific Rim." Nagoya Gakuin University, Nagoya, Japan. (Web) <http://logos.unh.edu/sslw/2007/>
- Sep 20-22 '07** The 2nd International Conference on Task-Based Language Teaching: "TBLT - Putting Principles to Work." University of Hawaii at Manoa, Honolulu, Hawaii, USA. (Email) organizers@tblt2007.org (Web) <http://www.hawaii.edu/tblt2007/>
- Oct 5-8 '07** Independent Learning Association: "Learner Autonomy Across the Disciplines." Kanda University of International Studies, Chiba, Japan. (Email) garold-murray@aiu.ac.jp (Web) <http://www.independentlearning.org>
- Nov 2-7 '07** GLoCALL 2007: "Globalization and Localization in CALL." Hanoi University, Hanoi, Vietnam (Nov. 2-4) and SEAMEO RETRAC, Ho Chi Minh City, Vietnam (Nov. 5-7). (Web) <http://glocall.org/> **Call for Papers Deadline: July 1 '07.**
- Nov 9-11 '07** English Teachers' Association of the Republic of China (ETA-ROC). The 16th International Symposium & Book Fair on English Teaching. Chien Tan Overseas Youth Activity Center, Taipei, Taiwan. (E-mail) etaroc2002@yahoo.com.tw (Web) http://fl.hfu.edu.tw/spip/article.php?id_article=29
- Nov 22-25 '07** The 33rd International JALT Conference: "Challenging Assumptions: Looking In, Looking Out." National Olympics Memorial Youth Center, Tokyo, Japan. (Web) <http://conferences.jalt.org/2007/>
- Dec 4-6 '07** Philippine Association for Language Teaching (PALT): "The Seven Spheres of Language Teaching: From Tradition to Innovation." Manila, Philippines. (Web) <http://www.palt-elt.org/palt2.html> **Call for Papers Deadline: Jul 31 '07.**
- Jan 24-26 '08** The 28th Annual Thailand TESOL International Conference (ThaiTESOL 2008): "English Language Teaching: Progress in Practice and Policy." Sofitel Raja Orchid Hotel, Khon Kaen, Thailand. (Web) <http://www.thaitesol.org/conf2008> **Call for Papers Deadline: Jul 31 '07.**
- Feb 23-24 '08** The 4th CamTESOL Conference on English Language Teaching: "Building Bridges to the World." National Institute of Education, Phnom Penh, Cambodia. (Email) info@camtesol.org (Web) <http://www.camtesol.org> **Call for Papers Deadline: Oct 26 '07.**
- Apr 2-5 '08** The 42nd Annual TESOL Convention & Exhibit (TESOL 2008): "Worlds of TESOL: Building Communities of Practice, Inquiry, and Creativity." New York Hilton & Sheraton New York, New York, NY, USA. (Web) <http://www.tesol.org/2008convention> **Call for Papers Deadline: Jun 1 '07.**
- Apr 7-11 '08** The 42nd Annual International IATEFL Conference and Exhibition (Exeter 2008). University of Exeter, Exeter, Devon, UK. (Web) <http://www.iatefl.org/> **Call for Papers Deadline: Sep 17 '07.**
- Jun 26-29 '08** The 9th International Conference of the Association for Language Awareness (ALA): "Engaging With Language." (Web) <http://www.hku.hk/clear/ala/index.html> **Call for Papers Deadline: Nov 07 '07.**
- Aug 1-3 '08** The 6th Asia TEFL International Conference: "Globalizing Asia: The Role of ELT." Sanur Paradise Plaza Hotel, Bali, Indonesia. Contact Kilyoung Lee (International): asiatefl2006@empal.com; (Indonesia) wachidahdjawad@yahoo.co.id (Web) <http://www.asiatefl-teflin.com> **Call for Papers Deadline: Feb 10, '08.**
- Aug 24-29 '08** The 15th World Congress of Applied Linguistics - AILA 2008: Multilingualism: Challenges and Opportunities." Essen, Germany. (Email) orga-aila-2008@uni-due.de (Web) <http://www.aila2008.org/>

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

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Compiled by David E. Shaffer

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

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professional Web Manager, who has uploaded presentation materials and video clips of our presentations. If you visit our website, <http://cafe.naver.com/ggkotesol.cafe>, anyone can use our materials.

Our Vice-President, Seungwook Park (Suwon Foreign Language High School), started giving lectures at Gyeonggi University and our Secretary, Myunghwan Chang (Gyeonggi Hokuk Educational Institute), has been teaching English at Dankook University since 2006. Membership Coordinator, Shinhyeong Lee (Bi-Bong High School), is in the final stages of completing his M.A. at Ajou University.

We purchased a big fancy banner to advertise our meetings and Vice-President, Seungwook Park, will be awarded the best officer prize. Lastly, our President, Mijae Lee (University of Suwon), will celebrate her twin boys' first birthday on June 22.

Change Is in the Air!

Visit KOTESOL's New Web Site
with
New Features
www.kotesol.org

Have you received an email message
with details about the new features
of our web site?

KOTESOL 2007 National Budget

Approved: Dec. 10, 2006; Amended: April 20, 2007; May 5, 2007

Monetary Unit: 1,000 KRW

Opening Balance

010. Balance as of January 1, 2007 (est.) **120,000**

Income

110. Dues: Individual Memberships	27,000
Regular (550 x 40,000 won)	22,000
Intern'l (50 x 60,000 won)	3,000
Lifetime (5 x 400,000 won)	2,000
120. Dues: Organizational Partners	32,000
Donators (3 x 5,000,000)	15,000
Associates (14 x 1,000,000)	14,000
TTAs (6 x 500,000)	3,000
150. Advertising (TEC, Journal, Proceedings)	500
158. Interest on Funds	3,000
160. Funds Received - Transferable	17,000
National, Regional Chapter Events	2,000
International Conference	15,000
180. Conference Net Revenues (excl. memberships)	-4,950
181. International Conference Advance Reimbursement	25,000
190. Chapter Event Advance Reimbursement	3,000

Total Income **102,550**

Expenses

Chapter Support **24,700**

310. Chapter Dues Shares (50% of Individual Dues)	13,500
311. National Conference Support Grant	2,000
312. Regional Conference Grants (up to 500,000)	2,000
313. Special Event Grants (up to 500,000)	2,000
314. Special Event Advances (up to 1,000,000)	3,000
315. Chapter Start-up Support	200
319. Chapter Exigency Support	2,000

Officers' Discretionary

Fund Allocations

	3,550
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. Nominations & Elections Committee Chair	350
330. Long-Term Planning Committee Chair	200
331. Constitution & Bylaws Amend. Comm. Chair	200

Department Allocations

57,600

341. National Program Committee	8,800
342. Culture Committee	1,300
343. Technologies Committee	3,600
344. Research Committee	2,150
345. Publications Committee	26,900
346. Domestic Relations Committee	1,300
347. International Affairs Committee	7,850
348. Membership Committee	700
349. Publicity Committee	3,500
360. Conference Committee	1,500

Council Meetings (3)

4,100

441. Travel	3,500
442. Refreshments	350
443. Site Usage	250
445. Leadership Retreat	5,000
450. Chapter Leaders' Meeting	1,000
460. Officers' Domestic Travel (incl. 2 trips/chapter)	2,000
500. Office Matters	4,000
510. Office Supplies, Fees	1,250
511. Awards, Gifts	2,250
512. Chapter Member Service Awards	500

710. Equipment Purchases (via TechComm)	1,000
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810. International Conference Advance	25,000
820. Funds Received - Transferred	22,550
821. International Conference	15,000
822. National, Regional, Chapter Events	7,550

Total Expenses

150,500

2007 Year-End Balance

72,050
