



KOTESOL
대한영어교육학회

What's Inside?

Conference Updates
Schedule & Presentations

Constitutional Reform
National Elections

Presidential Memoirs 1995-96
Oryang Kwon

Measuring Smiles per Class
Tim Thompson

New Web Site Benefits
Joshua Davies



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

Music in the English Classroom: Theory and Practice

By Brian J. Wetzel

The use of music in language teaching is certainly nothing new. Educators have been using both songs and instrumental music in different ways as an aid and support to their curriculum for many years. While most agree that music can be used quite effectively to further second language learning, there has not been a lot of research as to why this is so. I would like to explore some of the reasons behind music's effectiveness in teaching various aspects of language. I will begin by looking at music in the ELT classroom in terms of Stephen Krashen's Input Hypothesis. I will explore how this information can be utilized to

Continued on page 8.

September 2007

Email us at KOTESOL@asia.com

The 15th Annual Korea TESOL International Conference
Energizing ELT: Challenging Ourselves, Motivating Our Students
Oct. 27-28, 2007
Sookmyung Women's University
숙명여자대학교, Seoul, Korea

Invited Speakers
Jeremy Harmer
Jun Liu
Thomas Farrell
Neil Anderson
Mike Levy
Tim Murphey
Elka Todeva
Rob Waring
Bill Snyder
Howard Siegelman
Steven Gershon
Gary Rector

MACMILLAN STUDY IN AUSTRALIA
BRITISH COUNCIL
한국학술진흥재단
www.kotesol.org



www.kotesol.org



THE ENGLISH CONNECTION

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

Contents

Features

- Music in the English Language Classroom: Theory and Practice, an Overview 1
By Brian J. Wetzel
- Smiles per Class Is Worth Measuring 22
By Tim Thompson

Columns

- President's Message: Forming Foundations for the Future 5
- From the Editor's Desk: What's in It for You 7
- Presidential Memoirs: Term 3: Concentrating on Conferencing 12
By Oryang Kwon
- Membership Spotlight: River of Mist - Ksan Rubadeau 15
By David E. Shaffer
- Conference Column: KOTESOL 2007 - It's Coming for You 16
By Allison Bill
- Professional Development: Reflection, Randomness, and Research 25
By Bill Snyder
- Training Notes: Using Videos to Promote Speaking Fluency 26
By Kyungnan Park
- Materials Design: Instructions 28
By Andrew Finch
- Young Learners: From Superficial to Superb 29
By Jake Kimball
- Grammar Glamour: Good Intentions, Bad Constraints - Grammar and Assessment 30
By Ksan Rubadeau
- Word Whys: Punctuating the Comma 31
By David E. Shaffer
- FYI: Top Eight Benefits of KOTESOL's New Web Site 33
By Joshua Davies
- Web Wheres: Widget Roundup 35
By Joshua Davies
- Techniques I: A Music CD Review Project 36
By Russell Hubert and Byron O'Neill
- Techniques II: Silence, Camera, English! 38
By Rafael Sabio
- Book Review: Language Assessment - Principles and Classroom Practices 39
By Jake Kimball

News/Reports

- 'Round & About KOTESOL 14
- Conference 2007 Presentations 18
- Conference 2007 Schedule 21
- KOTESOL Poster Competition 23
- Welcome Back Jeju Chapter! 40
By Calvin Rains
- KOTESOL Elections 41
- Constitutional Reform 42
- KOTESOL In Action 44

For Your Information

- KOTESOL Kalendar and Corea Kalendar 32
- KOTESOL Research Grants 34
- Who's Where in KOTESOL 48
- World Kalendar 52
- Constitution and Bylaws 53

The English Connection
 September 2007
 Volume 11, Issue 3
 ISSN: 1598-0456

대한영어교육학회
www.kotesol.org

THE ENGLISH CONNECTION

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

Editor-in-Chief

Jake Kimball

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

Associate Editor

Dr. David E. Shaffer

(W) 062-230-6917, (Web Fax) 0505-502-0596
(C) 017-274-9181, Email: disin@chosun.ac.kr

Publications Committee Chair

Dr. Bill Snyder

(W) 02-2220-1671, (C) 010-7612-6655
Email: wsnyder7@gmail.com

Column Editors

Dr. Marilyn Plumlee (President's Message)

(W) 02-2173-3013, (C) 010-9787-9186
Email: mariplum@yahoo.com

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

(W) 062-230-6917, (Web Fax) 0505-502-0596
(C) 017-274-9181, Email: disin@chosun.ac.kr

**Jake Kimball (Young Learners, From the
Editor's Desk, Calendars, KOTESOL In Action)**

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

Dr. Andrew Finch (Materials Design)

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

Ksan Rubadeau (Grammar Glamour)

(W) 031-680-3641,
Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca

Dr. Douglas P. Margolis (Training Notes)

Email: margolis@hawaii.edu

Joshua Davies (Web Wheres)

Email: joshuawdavies@gmail.com

Advertising

Dr. Robert J. Dickey, OP Liaison

(C) 016-834-0968
Email: rjdickey@content-english.org

Production

Design by **Media Station**

Printing by **Myeongjinsa**

ISSN:1598-0456



THE ENGLISH CONNECTION, published four times a year, quarterly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL), an academic organization, and is distributed free of charge as a service to the members of KOTESOL. Advertising is arranged through Dr. Robert J. Dickey, Email: rjdickey@content-english.org, or Cell: 016-834-0968.

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

PRICE: FREE to members / 2,000 won (US\$2) to non-members

Forming Foundations for the Future



One year is a short period in which to achieve one's goals in a large organization like KOTESOL - an organization run entirely by volunteers who carve time out of their busy schedules to provide professional development opportunities to their fellow members. Over the past year, however, several significant initiatives have been achieved in the areas of KOTESOL governance and membership participation. One is our new interactive web site and another is the establishment of online balloting procedures for members who are unable to attend the International Conference to vote on-site. Six proposals for amendments to the Constitution and Bylaws have also been submitted for member's approval in the upcoming October elections.

President's Message

Chapter workshops continue to be one of the most vibrant aspects of KOTESOL, and several excellent workshops were held even over the summer months. Some chapters have spearheaded regional theme-based conferences, and the Daegu and Busan Chapters collaborated to put on a stimulating national conference in Daegu in June. In addition, a revitalized Jeju Chapter is on the verge of being reactivated.



Some members have recently made exceptional contributions. I would like to single out and applaud our National Webmaster, Joshua Davies, for "masterminding" the conversion of our web-based system of record keeping, communication, and information dissemination, and also Rob Dickey, for consolidating information from the old database with the new system. The new system is already providing us tools to enhance our sense of community as KOTESOL members.

The upcoming International Conference has a stellar group of invited speakers and an exciting roster of other presenters from both inside and outside Korea. It will be hard to choose among all the stimulating presentations. Plan to be there for the full two days to take advantage of everything on offer. I would like to express thanks, personally and on behalf of the entire membership, to our 2007 Conference Chair, Gye Hyoung Yoo, for pulling together this mammoth project.

I am happy to announce that a new SIG for Business English has been created, with Ian Kirkwood as facilitator. This is an excellent example of a member stepping forward to create a community of professionals sharing a common interest. Stop by the KOTESOL information table at the conference to learn more about our SIGs and their activities.

Marilyn K. Plumlee

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

This has been an exhilarating year for me as President of KOTESOL, and I want to sincerely thank all the elected officers and other members of the National Council for their support and wise counsel throughout this year. It has truly been a pleasure working with them. I want the general membership to know how fortunate KOTESOL is to have leaders who are both committed and selfless in working for the good of the organization. Jake Kimball, 2nd Vice-President and TEC Editor-in-Chief, and Dave Shaffer, National Treasurer and man of multiple hats and many talents, deserve special recognition for the spectacular job they do behind the scenes in countless ways. I will be passing the reins into the very capable hands of the incoming president, Phil Owen, and I am sure we will see some excellent initiatives under his stewardship.

I thank all and look forward to seeing many of you at our upcoming International Conference.



THE ENGLISH CONNECTION

Contributor Guidelines

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

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

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

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

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

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

KOTESOL Proceedings 2007

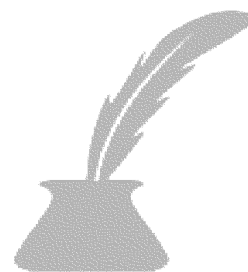
Call for Papers

**Extended to all KOTESOL 2007 International Conference
Presenters**

Submission Deadline: December 23, 2007

Email: Jake Kimball, 07kotesolproceedings@gmail.com

What's in It for You?



The *English Connection*, brought to you quarterly in March, June, September, and December, is KOTESOL's flagship publication. It is your source of ELT news and information. It is your opportunity to identify trends and issues here in Korea, to see what kind of activities and research your colleagues are engaging in. *The English Connection* offers informed tips on how to implement activities and tasks. It is also your vehicle for submitting and publishing articles, sharing your knowledge and voicing your opinions. In the past year, we have had more submissions from a wider variety of members, representing a greater diversity of contexts and opinions. Feel free to share your ideas and experience with the community by contributing to *The English Connection*.

From the Editor's Desk

Jake Kimball, Editor-in-Chief

Look at What's Inside

- Our feature, written by **Brian Jody Wetzel**, concerns the ways and means of using music in the classroom to facilitate learning.
- KOTESOL President **Dr. Marilyn Plumlee** pens her presidential farewell to members in *President's Message*. In it, she shares her accomplishments over the past year. The *Presidential Memoirs* series continues with an overview of **Dr. Oryang Kwon's** term in 1995-1996. In *Membership Spotlight*, **David Shaffer** shines the spotlight on Ksan Rubadeau.
- International Conference news and information follow. Here, readers have advanced notice of conference-related reports. First, we have a list of all the concurrent sessions, including presenters and titles. In addition, you will also find the schedule of weekend events, including the featured speaker agenda. It is also worth pointing out that a number of conference advertisements can be found within. In particular, take note of this year's Poster Contest, the educational visit to Paju English Village, our annual Employment Center notice, and our first-ever *Sunday Morning Encounters*, a new event where you can meet some of our featured speakers in a casual setting. National elections take place at the conference (and online for eligible members). This year there are also six constitutional amendments on which to vote. Finally, read **Allison Bill's** updated conference report in *Conference Column*.
- **Tim Thompson** writes a convincing short feature. In *Smiles per Class Is Worth Measuring*, Tim suggests an alternative way to collect feedback from our students. **Bill Snyder**, in his *Professional Development* column, delves into the randomness of language learning. In *Training Notes*, **Kyungnan Park** offers practical advice about using videos in order to motivate our learners to communicate more fluently in English.
- In *Materials Design*, **Andrew Finch's** column on designing and making materials, we are reminded just how important clear and succinct instructions are if we expect students to successfully complete activities. **Jake Kimball** discusses the merits of teacher's guides in *Young Learners*. *FYI*, written by **Joshua Davies**, outlines significant changes to the KOTESOL web site, which is now more interactive than ever. **David Shaffer**, in *Word Whys*, details the intricacies of comma usage.
- We have two submissions for *Techniques*, our column highlighting practical lesson plans and teaching tips. In the first, **Russell Hubert** and **Byron O' Neill**, KOTESOL members in Japan, describe a lesson about a music review project. The second, *Silence, Camera, English!*, is by **Rafael Sabio**, who offers readers a step-by-step approach to using videos. Then, in *Grammar Glammar*, **Ksan Rubadeau** discusses how various classroom constraints factor into effective grammar lessons. **Joshua Davies** explains widgets in his *Web Wheres* column. **Jake Kimball** reviews *Language Assessment: Principles and Classroom Practices*.
- In other news, we have a special report from Jeju, where the dormant KOTESOL chapter is reawakening. Read *'Round and About KOTESOL*, to find out about members' recent accomplishments. We invite you to send in your own notable achievements for the next issue. In *KOTESOL In Action*, chapters and special interest groups report on their respective activities since the summer. We also have various notices for upcoming conferences in *Corea Calendar*, *KOTESOL Kalendar*, and *World Calendar*.



To all of our contributors and editorial team who made this issue a reality, thank you.



Continued from page 1.

make the use of music more effective in second language acquisition. Finally, I will explore specific ways music can support language learning and acquisition regardless of whether the teacher has any musical background or training.

Theory: Krashen and Music

Music can be very effective in introducing new vocabulary. Why is this so? Part of the answer lies in Krashen's Input Hypothesis. One of the key factors of this hypothesis is the need for comprehensible input for second language acquisition to take place (Krashen, 1982). The significance of the new vocabulary or grammatical concept must be made clear to the learner. One way of making this input clearer or relevant to the learner is with extralinguistic support. This support can come in the form of illustrations, movement, realia, photographs, and so on. Krashen does not specifically mention music, but I believe it could also be considered extralinguistic support. A story, in the form of a song, can introduce vocabulary in a meaningful context.

When choosing a song, it is important to remember the $i+1$ aspect of Krashen's hypothesis.

When choosing a song, it is important to remember the $i+1$ aspect of Krashen's hypothesis. This states that acquisition takes place when the comprehensible input (i) is just a little beyond the learner's current level of competence (Krashen, 1982). The text, or lyric, of the song should contain a large amount of vocabulary and grammar structures already familiar to the learner. The new information is more readily acquired when it is placed within the context of the known material.

The Affective Filter, as it is explained by Krashen, can also be used to explain music's effectiveness in the language classroom. The Affective Filter is a kind of psychological screen or block that prevents acquisition of the comprehensible input. Factors that influence this filter include motivation, anxiety, and self-consciousness (Krashen, 1985). Lowering this filter as much as possible is an important part of language teaching. Language is more readily acquired when motivation is increased and anxiety and self-consciousness are decreased. There are various ways that music can be used in this process. Suggestopedia is an example of an approach that uses music for its calming effect, reducing stress and anxiety. Certain classical and baroque pieces are played as background music to create a more relaxed, receptive mind-set in the learner (Larsen-Freeman, 2000). Using a familiar song, perhaps altering the lyrics, is another way to

lower the Affective Filter. Having the material presented in a familiar context allows the learners to concentrate on the unfamiliar aspects of the lesson in a low-pressure atmosphere.

Songs and Vocabulary Acquisition

Suzanne Medina has taken the theories of Krashen and others and applied them to her research on music's role in second language acquisition. Her rationale behind this research was that while the positive effects of music on rote memorization is well documented, there is little empirical support for music as a vehicle for second language acquisition (Medina, 1993). Her objective, in part, was to determine if music could bring about language acquisition to the same extent as other, more established nonmusical approaches, such as oral storytelling. She points out that songs share the same elements as oral stories. With words being sung rather than spoken, it is only the medium that changes. From this, she theorizes that a song that tells a story should be just as effective as a spoken story in facilitating second language acquisition.

To explore this theory, Medina (1993) studied the effect of music on the vocabulary acquisition of forty-eight Spanish speaking second graders with limited English proficiency. A story was presented to four different groups under four different conditions: using various combinations of music or no music, and illustrations or no illustrations. The lyrics of the song were identical to the text of the story and contained at least twenty vocabulary words unfamiliar to some of the students. To determine the results of the study, a twenty question multiple-choice pretest and posttest were given.

Results showed that the amount of vocabulary acquisition of the music (song) group was comparable to that of the no music (story) group. From this, Medina concludes that music "is a viable vehicle for second language acquisition" (Medina, 1993). One implication of this is that educators reconsider the role of music in the second language curriculum. We can now look at music as more than just an entertaining way to teach the rhythms and intonation of the English language. If the songs are chosen carefully, with the specific needs of the learners taken into account, music can be a powerful medium for second language vocabulary acquisition. As a footnote to Medina's research, she found that all twenty-three children questioned in a pilot study stated they preferred sung stories to spoken stories. This indicates that music is a good way to capture and maintain students' interest.

I know that I am not alone in my conviction that this pilot study should be considered more than just a footnote to the research on music's effectiveness in second language acquisition. One of the challenges we face as teachers, especially in an EFL setting, is capturing and holding onto our students' desire to learn English. In Korea, or any other country where

English is not the predominant language, most students have little to no need to speak it outside of the classroom. By sparking and keeping their interest through music, we may improve the chances that they will form study groups, seek out native English speakers, or travel to an English-speaking country. Any or all of these scenarios will lead to not only improved speaking skills, but also to a further appreciation of the language.

Music can be a powerful medium for second language vocabulary acquisition.

Using Instrumental Music: Vocabulary Building and Writing

The use of the story song to aid in vocabulary acquisition is just one way that music can be used in the language classroom. Even teachers with no singing ability can use recorded symphonic or other instrumental music as a part of their teaching. This kind of music has great power to “stimulate images for the inner eye.” (Cranmer and Laroy, 1992). These images can vary greatly; different people perceive the same music in very different ways. This can create a great launching point for conversation when using the communicative approach. After listening to a piece of music, most students are quite curious as to what was evoked in the minds of their classmates. The topics and subject matter for the conversation that follows truly comes from the students and their impressions of the piece of music.

This kind of music can also be used in a more structured way to focus on aspects of grammar. One way to do this is to play a short piece of music and ask the students to think of an especially significant moment from their past. Afterward, they can share their memories prompted by questions such as, “Where was it?”, “What time of year was it?”, and “How did you feel?” (Cranmer and Laroy, 1992). This is a great, communicative way to practice using the simple past tense. This particular exercise is one that works best with older middle school students, high school students, and adults. While younger students may have a grasp of the grammar, they lack the maturity and life experience for such an exercise.

In my own classes at Honam University, I have had great success with adaptations of some of the vocabulary building ideas set forth by Cranmer and Leroy. Two very contrasting styles of instrumental music (i.e., jazz and classical) were chosen and played for the students. With each piece, the students wrote two lists, each containing two adjectives, two verbs, and two nouns, based on the way the music made them

feel, actions it suggested, or places it reminded them of. The students then exchanged one of their lists with a partner and explained any words she did not know. Next, they wrote two or three sentences, trying to use as many of the words from the list as possible. This lesson is not only good for vocabulary building and sentence writing but provides a great opportunity for peer teaching. It also shows how different genres of music can create totally different reactions through the varied word lists. The lists also varied greatly depending on the personal attitude toward the music of each listener. I found that this lesson works best with low-intermediate through advanced learners.

Music can also be quite effective in a writing class. As stated before, music can be very powerful in evoking mental images. Certain pieces of music can be used to suggest a setting or situation for a narrative. For example, if the students are to write a fairy tale, Debussy’s *Afternoon of a Faun* or Grieg’s *Morning* can be quite suggestive of an idyllic, faraway place and time. If the assignment is a science fiction or fantasy story, Holst’s *The Planets* or Richard Strauss’s *Also Sprach Zarathustra* (made popular by the film, *2001: A Space Odyssey*) would provide the right atmosphere. This is another example of how music can be used by any language teacher regardless of her own musical ability. It should be stressed, however, that this particular activity is rather difficult and should be reserved for high-intermediate to advanced learners (see Appendix A).

Music can be very effective in stimulating listening comprehension as well.

Improving Pronunciation and Listening Skills

Music is also an effective tool for improving pronunciation. When singing, we enunciate in an exaggerated way. This kind of “overpronunciation” can help the students better feel how to produce phonemes that may not exist in their native language. Added to this, the accents and rhythms in music can serve to point out which syllables or sentence parts are stressed in speech.

Music can be very effective in stimulating listening comprehension as well. One very common example of this is with the cloze passage. Students are given a song lyric with certain words blanked out, either by having a certain number of words between blanks or blanking out words according to a specific teaching point (Griffie, 1992). Their listening skills improve as they listen for and fill in the missing words. This kind of exercise can be used with all levels of learners, and with both children and adults. There are some important

criteria in choosing a song for a cloze lesson. It should be a slower ballad to make it easier for students to hear all of the words. In addition, there should be minimal instrumental accompaniment with the vocals front and center. If you plan to do this type of activity more than once, it is a good idea to begin with a recent pop song with which most of your students are already familiar. Of course, it is important to remember to choose music and lyrics that are appropriate to the age and level of the learners.

The following is an example of a cloze exercise I have used successfully in both university and language center classes (see Appendix B). It can be used with all levels of students. Although I have only used it with adults, I believe it would work with children as well. I recommend these variations: When using this exercise with beginner to low-intermediate, you should put the missing words on the board. You need only put the words that may be unfamiliar or difficult for them. With *all* level classes, you will need to play the song at least two or three times.

Conclusion

I have examined many ways that music can be used to facilitate and support second language acquisition. While my research is by no means exhaustive, I have discovered a great many innovative ways to apply music to various aspects of the teaching and learning of the English language. By looking at Krashen's Input Hypothesis and the research done by Medina, we have discovered positive theoretical support for this use of

music. This topic is now beginning to be looked at more seriously by educators. People are starting to realize that music has more than just entertainment value for language learners. If used intelligently, and with care, it can play a vital role in second language education.

References

- Cranmer, D., & Laroy, C.** (1992). *Musical openings: Using music in the language classroom*. Harlow, England: Longman.
- Grenough, M.** (1994). *Sing it! Learn English through song*. New York: McGraw-Hill.
- Griffee, D.T.** (1992). *Songs in action*. Hemel Hempstead, England: Prentice Hall.
- Krashen, S.** (1982). *Principles and practice in second language acquisition*. Oxford, England: Pergamon Press.
- Krashen, S.** (1985) *Inquiries and insights*. Englewood Cliffs, NJ: Prentice Hall Regents.
- Larsen-Freeman, D.** (2000) *Techniques and principles in language teaching*. Oxford: Oxford University Press.
- Medina, S.L.** (1993) The effect of music on second language vocabulary acquisition. *National Network for Early Language Learning*, 6(3), 1-8.
- Schinke-Llano, L., & Rauff, R., (Eds.)**. (1996). *New ways in teaching young children*. Bloomington, IN: Pantagraph Printing.

The Author

Brian Jody Wetzel teaches at Kunsan University. He has also taught at Honam University in Gwangju and various language schools throughout Korea. Before coming to Korea, he was a music teacher who enjoyed moonlighting in rock bands. Email: brianjody@hotmail.com



Appendix A

Lesson Plan

ESL Writing Class, middle-intermediate to advanced

Objectives: vocabulary acquisition, improved sentence construction

Materials: CD player or computer, CDs, white board & markers

Suggested CD Titles:

- **Classical:** Bach and Handel, any sonatas; Greig's *Morning*, Holst's *The Planets*, Richard Strauss's *Also Sprach Zarathustra*, Debussy's *Afternoon of a Faun*
- **Jazz** (instrumental only, no vocals): Charlie Parker, Duke Ellington, Ornette Coleman, Weather Report, Pat Metheny, Dave Brubeck

Procedure:

1. As students enter, play a Bach or Handel sonata, a slower andante or adagio movement (it creates a relaxing mood and allows students to realize there will be music in the lesson).
2. When students are seated, greet them and explain that music will be used to work on vocabulary and sentence writing.
3. Explain to students that a piece of music will be played. While listening, think of how it makes you feel. Write on the board: *Who do you think of?* (nouns), *What action do you think of?* (verbs), *How does it make you feel?* (adjectives). Give examples of possible answers.
4. Play Grieg's *Morning*. As the music begins, tell students to think of the questions on the board and their own feelings toward the music.

5. Play the music again. This time students will write two columns of words. Each column contains two nouns, two verbs, and two adjectives.
6. Students tear their papers in half, exchanging one of the word lists with a partner. Partners talk to each other, explaining any words from their lists that their partner does not know.
7. Students use their word lists to make sentences. Give examples of possible sentences using words elicited from students. Circulate among students, giving assistance with sentence writing.
8. Students share completed sentences with class.

Note: Depending on the length of the class, the entire procedure could be repeated using a very different type of music. For example, if you use one of the classical selections in the first half of the class period, you could use jazz in the second half. One important point to note: The music should be instrumental (no singing). This is so the students can think of their own words and not be distracted by any lyrics.

Appendix B

Curiosity About Songs

This is a song from the movie "Curious George." George is a monkey who gets into a lot of trouble and is always rescued by his owner, "The Man in the Yellow Hat." I want YOU to be curious. Listen to the song and write the missing words. We will listen to the song many times. Do not worry about spelling or whether you can understand all of the words. Just try hard and do your best!

Upside Down

Who's to say what's _____?

Well, they forgot this world keeps spinning

And with each new _____

I can feel a change in _____

And as the surface breaks, reflections fade

But in some ways they remain the _____

And as my mind begins to spread its wings

There's no stopping _____

I want to turn the whole thing _____

All finer things they say just can't be found

I'll share this love I find with _____

We'll _____ and dance to Mother Nature's songs

I don't want this feeling to go away

_____ to say I can't do everything?

Well, I can try, and as I roll along, I begin to find

_____ aren't always just what they seem

I want to turn the whole thing _____

All finer things they say just can't be _____

I'll share this _____ I find with everyone

We'll _____ and _____ to Mother Nature's songs

This world keeps spinning and there's no _____ to waste

Well, it all keeps spinning, spinning, round and round and

_____ Who's to say what's _____ and can't be found

I don't want this feeling to go away

Please don't go away, _____ don't go away, please _____ go away

Is this how it's supposed to be? Is this how it's supposed to be?

* The song "Upside Down" is written and performed by Jack Johnson.

Term 3: Concentrating on Conferencing

By Oryang Kwon, KOTESOL's Third President

As history would have it, I happen to have been involved not only in the birth and early years of Korea TESOL, but also in the birth and life of KATE (Korea Association of Teachers of English; 1988-1992), a predecessor of Korea TESOL. When I was the third president of KATE (1990-91), I proposed to Dina Trapp, the President of AETK (Association of English Teachers in Korea, the other predecessor of Korea TESOL) that we merge the two associations into a new larger association, which I tentatively named KOTESOL. Korea TESOL was formally launched a year later, on October 15, 1992. When KOTESOL was officially established, there were suggestions that I become the first vice-president. This, however, I had to decline, as I was busy adjusting myself to my new position, Seoul National University (I had just moved from Chungnam National University in March 1991). One year later, however, I did run for the position of first vice-president, in order to ensure that the president of Korea TESOL would continue to be from the academic sector in 1995-96, as the first vice-president ascends to the presidency the following year.

Chapter activity began increasing at a hearty and healthy rate.

During my presidency (1995-96), Korea TESOL amended its constitution, to change its Korean name from "Daehan-yeongeo-gyoyuk-yeonguhoe" (대한영어교육연구회) to "Daehan-yeongeo-gyoyuk-hakhoe" (대한영어교육학회). This name-change was considered an upgrade, roughly equivalent to changing "Circle" in a scholarly organization's name to "Society." Korea TESOL was also registered as a formal academic association with the Korea Research Foundation, the official government-sponsored institution that supports and supervises all academic associations in Korea.

To ensure greater participation in the association by the Korean ELT community, the original constitution mandated that at least one of the two national vice-presidents be a Korean national. By the end of my presidency, it was apparent that KOTESOL had matured to such a degree that the constitution no longer required such an article. Accordingly, its removal from the constitution at the 1996 ABM became one of the first two amendments to the constitution.

One of the problems that the young Korea TESOL faced was that it did not draw the desired amount of

attention from Korean ELT professionals at the university level. At the time, there were only a handful of Korean professors who regularly participated in KOTESOL activities. I thought that KOTESOL and the Korean academic associations could benefit from each other through more cooperative relationships. With this in mind, prior to our annual conference in October 1996, I sent out conference invitations to all of the executive officers of CETAK (College English Teachers Association of Korea; CETAK adopted the new name, KATE, in 1999 at my suggestion.). Also invited were the presidents and councils of the other prominent ELT associations at the time: KOSETA, KAPEE, PETA in "Pusan," and HETA in the Honam area. Their conference registration fee was waived in order to get more Korean professionals interested in KOTESOL. Those officers who did attend were quite impressed by the well-organized and well-attended conference. This friendly gesture helped to change the misunderstanding of Korea TESOL that many Korean professionals held - from the misconception that it was just a small organization of "foreign teachers" to the realization that it was not so small and that there were many Korean school teachers among its members as well.

Since the beginning of the organization, KOTESOL had published a quarterly newsletter, *Language Teaching: The KOTESOL Journal*. An interruption in its publication at this time, due to an ailment afflicting the editor, was actually a blessing in disguise. The inclusion of "journal" in its name represented a desire by many for the publication to carry highly academic articles. When *Language Teaching* reappeared for its final issue, it looked much more like an academic journal than a newsletter. This led to two major publication changes: (1) *Language Teaching* being replaced with *The English Connection* and (2) the laying of the groundwork for the publication of the association's present-day academic journal, *Korea TESOL Journal*.

Chapter activity began increasing at a hearty and healthy rate. KOTESOL chapters were formed in the large cities of Seoul, Busan, Daegu, Daejeon, and Gwangju-Jeonju in the early years. By the end of the 1995-1996 period, local groups holding monthly meetings had materialized in the Ulsan and Changwon-

Presidential Memoirs

Series Editor: David E. Shaffer

Masan areas. Lead by Carol Binder, the teachers in Jeju Province also had an organizational meeting in the fall of 1996 and began having regular meetings thereafter, attaining chapter status in 1997. In addition to their regular chapter meetings with presentations and workshops, chapter events included English drama festivals by both the Daejeon and Jeolla Chapters. In the spring of 1996 Jeolla Chapter was holding its second successful "mini-conference," featuring 21 presentations and a plenary session by Dr. Sangdo Woo, a future KOTESOL president. The chapter conference concept caught on and by the end of the year, the Busan Chapter was busy organizing its first conference, scheduled for the spring of 1997.

The 1996 annual conference became the biggest ever.

The 1996 KOTESOL annual conference was the biggest ever up to that time. The theme was *Reflections on Practice*, and it was held at Sejong University in Seoul. Ninety-nine presentations and workshops were scheduled (a thirty percent increase over the previous year), 30 publishers participated, and attendance was estimated at approximately 700 participants. KOTESOL Conferences had become well known for their renowned invited speakers and for their ability to attract world-class presenters in the field of ELT. The plenary speakers for the 1996 conference were Kathleen Bailey and Mario Rinvolucri, and presenters included Jack Richards, Chris Candlin, Adrian Underhill, John Fanselow, Julia ToDutka, David Hall, and David Paul. Other VIPs attending the conference were the representatives of our newly formed (1994) Pan-Asian Consortium (PAC) partners, David McMurray, Immediate Past President of JALT, and Suntana Sutadarat, President of ThaiTESOL; William McMichael, President of TESOL Canada, and Madeleine du Vivier, President of IATEFL.

I was quite fortunate to have a highly dedicated group of Conference Committee members and National Council members involved in planning our memorable 1996 Conference. They included veteran conference organizer Carl Dusthimer and the ever active Andy Kim (Conference Co-chairs), Jeong-ryeol Kim (Immediate Past President), Joo-Kyung Park (First Vice-President), Ji-Sook Yeom (Treasurer), Sangdo Woo (Commercial Members Chair), Han Moon-Sub (Comptroller), and Demetra Gates (Public Relations Chair).

The first PAC Conference was scheduled for January 1997 in Bangkok. Throughout 1996, KOTESOL was busy putting together its PAC delegation, and by conference-time in October, we already had about 25 presenters committed to participating. Commitment to conferences, already strong at the national level, was expanding and becoming strong on both the local and international levels.

The early success of Korea TESOL owes much to the second president, Professor Kim Jeong-ryeol, whose enthusiasm and excellent administrative skills enabled the new organization to expand its horizons. Prof. Carl "Dusty" Dusthimer also contributed to the successful march of KOTESOL by serving as the conference chair for four consecutive years, from the first conference in 1992. Mr. Jack Large, a good friend since the old KATE days, also helped greatly with his unending support throughout my presidential term. I was also lucky to have Prof. Park Joo-Kyung as first vice-president. Her talent and passion have been demonstrated in many ways since that time. I also thank the many others who did not spare their time or energy for the development of KOTESOL in those early days.

The Author



Oryang Kwon received his PhD in TESL from the University of Texas at Austin. His teaching career includes two years in a middle school and over 30 years at the university level. He has developed English textbooks for Korean primary and secondary schools and participated in developing Korea's 6th and 7th national curricula for English.

In addition to being the third president of Korea TESOL (1995-1996), Dr. Kwon has served as president of the Korea Association of Teachers of English (KATE; 2002-2004), and most recently as the president of the Korea English Language Testing Association (KELTA; 2000-2007). He has served or is currently serving on several advisory committees for the Ministry of Education and Human Resources, including the Committee for the Improvement of English Education, the Korean College Scholastic Ability Test Committee, and the Committee for Innovation in English Language Testing.

Dr. Kwon teaches undergraduate and graduate courses in English education and applied linguistics at the Department of English Education, Seoul National University, where he is the director of the Foreign Language Education Research Institute. His academic interest areas are language acquisition and testing. Email: oryang@snu.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

• June

Diane Se Jung Kim (Gwangju Chapter Membership Coordinator) has put her macrame skills to use by tying the knot on June 18th with Jonathan Brenner. Both continue to work in Gwangju, Diane at Samho Institute and Jonathan at Chonnam National University. A wedding ceremony is being planned for later in the year, possibly in Hawaii with bamboo ticky torches and palm trees at sunset.

• July

Robert J. Dickey, JD (Organizational Partners Liaison) was awarded one of the two annual Korea TESOL research grants in the amount of 500,000 won. The award was made on July 19 for research on "Assessing the Oral Proficiency of Asian Learners of English." The questions that his research is to address are (1) which standards are used in oral proficiency assessment, and (2) do such standards reflect the study history of the learners, the needs in bona-fide communications through English; as well as whether or not the assessors themselves are capable of implementing the standards.

• August

Douglas Margolis (Korea TESOL Journal 9, Managing Editor) has completed his dissertation and graduated from the University of Hawaii at Manoa's Department of Second Language Studies program on August 12, 2007. His PhD degree is in Second Language Acquisition, and the title of his dissertation is: Impacts of Oral Error Feedback in Korean EFL University Classrooms. For his dissertation, Douglas conducted a longitudinal study of three graduate level EFL classes, documenting the error feedback episodes and their impacts. His dissertation committee consisted of Graham Crookes, Dongjae Lee, John Norris, Lordes Ortega, and Richard Schmidt. Dr. Margolis has already been hired as an Assistant Professor by the University of Minnesota's Institute of Linguistics, English as a Second Language, and Slavic Languages and Literatures for a one-year appointment.

Marilyn Plumlee, PhD (Korea TESOL President) has recently had her name appear with those of well-known linguists and ELT scholars, including David Graddol, Stephen Krashen, and David Nunan in Newsweek magazine's Special Double Issue of Aug. 20/Aug. 27, 2007. The issue's cover title is: Global Education: The Race is On: Rivalry among top schools is fiercer than ever, and the West May be Losing Its Lead. Marilyn was interviewed by Beijing-based Jonathan Adams for an article titled "English for Everyone" and is cited on page 70:

"According to Marilyn Plumlee, the president of Korea TESOL (an organization for English-language teachers), interest in Chinese at Hankuk University [sic] where she teaches has spiked, but English majors still outnumber Chinese majors by more than 2 to 1." In fact, China's rise has actually increased the desire to learn English among the country's neighbors, as they seek to maintain a competitive edge.

Phil Owen (First Vice-President) pre-registered for the International Conference on August 25, renewing his membership at the same time. However, this was the last time that he will be renewing, as he decided on the lifetime option, making him KOTESOL's 32nd lifetime member.

• September

Marilyn Plumlee, PhD (National President) decided that, before turning over the presidency to Phil Owen immediately following the Conference, she would also take out a lifetime membership. Marilyn became our 33rd lifetime member on September 8.

Herrie Lee (Intern'l Conference Publicity Chair), though working hard to prepare for the upcoming Conference, found enough free time on September 18 to complete the procedure for becoming KOTESOL's 34th lifetime member.

Scott Hillwick (Gangwon Chapter; Kangwon Nat'l University - Samcheok) also decided to take out a lifetime membership on September 28 so that he would not have to deal with membership renewal ever again, at conference time or at any other time of the year. Scott is our 35th lifetime member.

[Compiled by David E. Shaffer]

River of Mist: Ksan Rubadeau

You see her at the monthly chapter meetings, and you see her working chapter events such as the spring conference. If you're not a Seoul Chapter member, you can still see her here in each issue of *The English Connection*. Ksan Rubadeau is Treasurer of Seoul Chapter and author of TEC's Grammar Glamour column. Ksan has been a KOTESOL member since she came to Korea in 2004. She became the Seoul Chapter membership coordinator that year and the chapter treasurer the following year. Chapter President Mary-Jane Scott says of Ksan, "She is a dedicated and enthusiastic member of the chapter executive. Her contribution to the success of the chapter is much appreciated." Past President Tory Thorkelson relates that "she not only took on whatever job was asked of her, but also brought fresh ideas to our executive meetings, volunteered to do the warm ups and share her innovative teaching methods and ideas during the monthly workshops."

Before Korea, Ksan grew up in suburban Canada, in Kelowna, British Columbia, with cool flowery springs, maple-leafy falls, and a legendary Lake Okanagan monster that she feared would bite her toes off. Everyone in her family has been involved in education - her father as a school district superintendent, her mother as an elementary school teacher and librarian, and her brother is an award-winning sailing coach. For Ksan, her parents have been "superior models as educators," excelling in educational leadership. Says Ksan, "They've shown me how fulfilling life can be when you make a living doing something you love."

Ksan's second language learning, and her love of it,



▲ Ksan at the Taj Mahal in India earlier this year.

began early - she was in French immersion classes in elementary and secondary school. When in high school, she knew that she wanted to be a language teacher. To follow this aspiration, she majored in Hispanic Studies at the University of Victoria and went on to get an MA in Applied Linguistics and certification to teach Spanish and English at the tertiary level. Ksan has been a language teacher since 1996, a job she finds much more satisfying than her college student jobs of office clerk, cashier, and flower clown.

While teaching in Japan, Ksan became interested in teacher training and took a position in Korea at the Gyeonggi-do Institute for Foreign Language Education (GIFLE). Recently, she has moved to a position with Korea University. She likes to use the term "enlightened eclecticism" to describe what she, and the profession in general, strives to achieve - "a balance between the inherent simplicity of described ELT methods and the messiness of actual teaching, with all of its

Membership Spotlight

By David E. Shaffer

constraints and complicated decision-making." She believes that it is extremely important for teachers to engage in professional development on a regular basis, to reflect consistently on their teaching, and to invite change. Pedagogical grammar is of particular interest to her. Part of the reason for this is that "good teachers can take on tasks or subjects that aren't necessarily fun or easy, and still find ways to motivate their learners." It is easy to see that Ksan is forward-looking - though she once did enter class with her skirt on backwards!

Before coming to Asia, Ksan spent four years teaching at language schools in Mexico City, and then two years at universities and language schools in Montreal. But now, she considers Korea her home. There are so many things about life that she loves here: a great job with great students and colleagues, fabulous people to meet, a vibrant city (Seoul) to live in, the food, the markets, and the mountains. On the horizon is possible study for an EdD degree involving research in teacher training programs.

Ksan likes to travel. She has backpacked through Mexico and Central America, in India, and in Japan; stayed in France, and visited Poland and Israel. In Korea, her interests include getting past a red belt in taekwondo, hiking to the tops of mountains, conquering Korean (she is already fluent in Spanish and French), and experiencing the street theatre of Taehangno in Seoul. High on her list is also walking, especially walks along central Seoul's Cheonggye River with her beau.

Ksan's affection for Seoul's river may have a connection with her name. "Ksan" is part of the name of the Git'ksan, a native tribe of British Columbia, and "Ksan" is the name of a village there. While her parents were visiting the village, they decided that "Ksan" would be their daughter's name. "Ksan" means "river of mist" - what better name for one with such a forceful flow, but inconspicuous manner of exerting it.

KOTESOL 2007: It's Coming for You

By Allison Bill

October and the annual KOTESOL International Conference are quickly approaching. Once again, the Conference Committee anticipates that it will be producing the biggest ELT event of the year in Korea. You won't want to miss it!

New Conference Events

A new event for this year is the **Pre-conference Tour**. On the afternoon of Friday, October 26th, we are offering conference-goers the opportunity to visit the Paju English Village. This KOTESOL-sponsored visit will include a tour of the facilities and student activity observations, as well as a meeting with the Village management and an opportunity to discuss day-to-day activities at the Village and outcomes after a year and a half of operation. More details are available on the Conference web site, and seats are still available.

The second main addition to the Conference events this year is the introduction of **Sunday Morning Encounters**. Several of the invited speakers will lead attendees in informal discussions on various topics related to ELT. This is your chance to interact with our experts in a more intimate setting. The Encounters will be from 8 a.m. to 8:50 a.m. on Sunday morning. As registration will not open before 8 a.m. on both days of the conference, we cannot guarantee access to these sessions if you do not pick up your conference pass, containing your name, on Saturday.

Invited Speakers

This year, the Conference Committee is pleased to welcome two excellent plenary speakers, **Jeremy Harmer**, author of *The Practice of English Language Teaching* and *How to Teach English*, and **Dr. Jun Liu**, the first Asian and non-native speaker to be President of TESOL, Inc. Nine featured speakers will present on various topics including reflective practice, teacher development, extensive reading, CALL, and cross-cultural understanding. There have been a few changes in speakers since the last issue of *The English Connection*. We are happy to announce that Dr. Elka Todeva of SIT (School for International Training) will be coming to speak on English as a Lingua Franca (ELF). Due to scheduling problems, Andrew Littlejohn and Howard Spiegelman will not be able to attend. In addition to our 11 plenary and featured sessions, there will also be more than 170 concurrent presentations given by both academic and commercial presenters.

Conference Registration

This year both pre-registration and onsite registration

will be using the new KOTESOL web site system which requires members to log in to their account. If you are planning to register onsite, it will save you time and simplify your registration process if you activate your account and be sure that you know your currently valid KOTESOL username and password before you head for the Conference. Onsite registrants should be reminded that only cash is accepted for onsite registration.

Conference Column

As this is an anniversary year, KOTESOL's 15th International Conference, it seemed appropriate to ask those who have attended some of our previous conferences what they do to prepare for our annual international conference. Hopefully readers will be able to use some of these ideas.

Inspiration

Maria Lisak (attended her first KOTESOL conference in 2003) has three goals when attending the conference. (1) "Go for the Inspiration" - Teachers need to have their vision renewed, and this is the perfect chance to get lots of new ideas for the classroom and for further professional development. (2) "Go for the Knowledge" - With such a large conference (up to 17 sessions at a time), there is a wide variety of topic areas to choose from. Attendees can seek out experts and materials on those topics that interest them. (3) "Go for the People" - There are so many opportunities for networking. These include the Employment Center, the publishers' booths, the speakers, the presenters, and the attendees. Maria's advice is to "introduce yourself to someone new, thank an inspirational speaker, vote for the next leaders of KOTESOL, and be sure to thank our conference volunteers."

Buddy Tagging

Stephannie White's (first conference, 2005) advice for conference-goers is to download a copy of the conference schedule from the web site in order to plan your weekend and to make a "buddy tag team." According to Stephannie, "Buddy tagging is when you go with a friend but you attend different sessions. Later you compare notes on what you've learned to gain more knowledge from the conference than you might

have, had you both gone to the same presentations.” She suggests making a point of meeting at least two people near you in each room before and after each session, and exchanging contact information. Since you are in the same session, you likely already have common academic interests. Again, networking is a key element to a successful conference experience!

ELT Materials Publishers

There will be a huge publishers’ area at the conference. Stephannie suggests not only asking the publishers for business cards, but also sending a friendly email after the conference to establish a connection so that you can get advice from them when your school is considering new textbooks. You should also come ready to purchase some books, especially photocopiable materials or readers.

Special Interest Groups

Close to the heart of Heidi Vande Voort Nam (first conference, 2002) are Special Interest Groups (SIGs). SIGs are groups of teachers that share similar interests, such as teaching young learners or raising awareness of global issues. Look for the SIG room (Saturday only) for a chance to meet SIG facilitators or to visit the SIG information table (all weekend). If you attend one of the SIG introduction sessions, you are likely to meet teachers who have the same interests as you. The Conference is sure to be a very busy two days, so Heidi advises, “You may find your brain swimming with ideas and information after you have attended the Conference. Here are two great ways to hang on to those ideas: share them and use them. Shake up your classroom routine and try something new.”

Student Attendees

Last year was the first time Joo-hwa Park (English Education student) attended the KOTESOL International Conference. She enjoyed it so much that she’s bringing some friends with her this year. Her biggest problems last year were that there were so many good choices at one time, it was hard to choose which presentation to attend, and she had come alone and felt a little isolated. The first problem is a great one to have, and she has solved the second one by inviting friends to come with her this year. Joo-hwa’s advice, especially for Korean university students attending the conference, is to spend time before the conference, learning about the different activities taking place and to do some research on the various speakers you are interested in.

Conference Web Site

Giulio Perroni (first conference, 2006) tells us that as an attendee from outside of Seoul he wishes he had been better prepared for last year’s Conference. He makes several suggestions of things non-Seoulites need to know to make their visit more comfortable. He suggested getting a subway map and a campus map,

both of which are already on the Conference web site, or linked from it. Also on the web site are lists of local hotels and instructions on how to get to Sookmyung Women’s University from the various airports, bus, and train stations. Finally, Giulio suggests checking out the various non-publisher booths at the Conference. These booths will continue to grow as the Conference nears, but the booths usually include consular representatives from several English-speaking countries and university representatives offering graduate school programs in various ELT-related topics.

Also not to miss are the Employment Center offered by the Conference Committee, the Internet cafe, and the coffee shop, which stays open to serve conference attendees. Though lunch is not available onsite, there is a map in the Conference Book of the many nearby restaurants, or you can bring a sandwich and attend an extra session over the lunch hour.


Volunteering

Finally, Tammy Fisher-Heldenbrand (first conference, 1999) offers a few last words of advice to attendees. She suggests bringing business cards with you, as that helps when asking publishers for sample copies of books, as well as when networking between sessions. When choosing sessions to attend, Tammy’s wisdom is to consider your learning style. If you like theory, then go with presenters who specialize in that area. If you like interactive or activity-based learning, then choose appropriate presenters in that field. Also, ask other attendees whose presentations they have enjoyed seeing in previous years. Tammy’s last suggestion is one which the Conference Committee would probably agree with: “If you have been attending the conference for several years, then maybe it is time to volunteer and become involved in the conference planning and execution stages.” Robert Dickey, 2008 Conference Chair, would be glad to have potential volunteers contact him.

The 2007 KOTESOL International Conference Committee looks forward to welcoming each of you on October 27 and 28th at Sookmyung Women’s University. Come ready to be energized, challenged, and motivated!

The Author



Allison Bill started her own second language learning at the age of five. She completed her B.Ed. in Elementary French Education at the University of Ottawa and her M.A. TESL/TEFL at St. Michael’s College in Vermont. She has taught ESL in France, FSL in Canada, and EFL in South Korea. Allison is a native of Ottawa, Canada. She was the 2006 International Conference Committee Chair and is the 2007 Conference Advisor. She is also currently the KOTESOL International Affairs Committee Chair. Email: allison.bill@gmail.com 

Presentations Slated for KOTESOL 2007

130 Concurrent Academic Sessions Scheduled

Classroom Management

- Ian Brown** Empowering "Community" Within University Classes
- Alison Davies** Maintaining Motivation and Relevance for Higher Level Learners
- James Life & Haeyoung Kim** What Motivates Korean College and University EFL Students
- Yu-ying Lai** How Teachers and Students Respond to Each Other
- Nathaniel McDonald & Mina Jeon** Creating a Harmonious Classroom with Young Learners
- Grace Wang** Creating a Sizzling Language Classroom Environment
- Stephannie White** Don't Just Survive - Achieve! Techniques for Larger Classrooms

Computer-Assisted Language Learning

- Jack Bower & Satomi Kawaguchi** Diminishing Distance: Tandem Language Learning Through Internet Chat
- Dongmei Chen** The Application of CLT in Teaching Listening and Speaking
- Daniel Craig & Shijuan Liu** Technology Overload in Teacher Education
- Joshua Davies & Donaleen Jolson** CALL for ALL: Online Classroom Applications for Beginners
- Terry Fellner** A Thematic Approach for Blended CALL Course Design
- Terry Fellner & Matthew Apple** Using Blogs to Improve Writing Fluency
- Cheng-hua Hsiao & Yihua Wang** Equal Participation Distribution in Computer-Mediated Communication? - A Case Study of MSN Discourse
- Chae Kwan Jung** Second Language Writing: CALL Lessons from Europe
- Thomas Pals & Michael Shawback** Forums 2.0: Getting the Most Out of Online Forums
- Timothy Randell & Thomas Pals** Out with Passive Podcasts, In with Active Podcasting: An Exercise in Student Podcast-Based Learning
- Bill Snyder** The Compleat Lexical Tutor as a Classroom Teaching Resource
- Adrian Ting** The Effect of Different Learning Styles on CALL
- James Trotta & Jason Ham** Why & How to Use Online Message Boards
- Aurelio Vilbar** Promoting Local History and Webpage Designing in ESL/EFL Classroom

Cross-cultural Issues

- Dwayne Cover & Richard Beal** Gauging the Divide: Learner Autonomy in Context
- Andrew Davidson & Allan Young** Multimodal Approaches for Increasing Japanese University Students' (Inter-)Cultural Awareness
- Steve Garrigues** Language and "Body Language": Some Insights for English Teachers
- Frank Graziani** Materials Development for Courses in Cross-cultural Communication
- J. E. King** Understanding and Dealing with Silence in the Communicative Classroom
- Jeremy Kritt** Uncertainty Avoidance: Cross-cultural Motivation Issues in the Korean EFL Context
- Tzu-wen Lin** Instructional Language Use in EFL Classrooms
- Kuang-Shen Liu** The Impact of Glocalization on EFL Education in Peripheral Contexts
- Stephen Parsons** Culture, Ideology, and Motivation in Second Language Learning
- David E. Shaffer** Teaching Figurative Expressions Conceptually: Visual vs. Mental Image Generation
- Bruce Veldhuisen & Marc Helgesen** Swimming with Elephants: Rethinking Study Abroad Tours/English Camps

Curriculum Issues

- Clara Lee Brown** Content-Based ESL for EFL Learners
- Clara Lee Brown & Eun Yi Jeong** Content-Based ESL Through Thematic Unit Lesson Planning
- Hwakyung Lee** Effect of Content-Based Instruction on English Learning of Korean Elementary Students
- Tory Thorkelson** Building a Successful Content-Based (CBI) Course: Teaching Outside the Four-Skills Box
- Todd Vercoe** Educational Game Design for Educators
- Richard White** Some Content, Please: Language Learning as Part of the Humanities

English for Specific Purposes

- John Campbell-Larsen & Sonya Sonoko Strain** The Challenges of Implementing EAP with Intermediate-Level Students
- Andrew Finch** Task-Based Tourism English: Motivating Through Authentic Tasks

Martin Goosey Sifting and Shifting: Motivational Factors for Korean Business Learners

Robert Hart & Casey Allen Student-Created Podcasts for a Tourism English Class

Hsiao-I Hou Addressing the English Communication Needs of Taiwan's Optical Electronic Industry

Grace Wang Helping Learners Towards Excellence in English for Academic Purpose

Global Issues

Bradley Kirby Adult Education - Community - Based ESL Action Research

Lucy Yunsil Lee Korean Teachers' Views on English as an International Language

Cheryl Woelk Peace Education in the Language Classroom

Learning Strategies & Styles

Junko Carreira Matsuzaki Relationship Between Learning Style and Foreign Language Anxiety

Ji-young Choi Korean Students' Language Learning Strategy Use in Different Contexts

Takayoshi Fujiwara English Learning Beliefs of Thai University Students: A Road to Successful Language Learning

Don Maybin Communication Strategies: Any Language, Anywhere

Atsushi Mizumoto & Osamu Takeuchi Examining the Effectiveness of Explicit Instructions of Vocabulary Learning Strategies

Adriane Moser Multiple Intelligences and Trait-Based Writing Assessment

Dennis Odo Teaching Language Learning Strategies in Korean University Classes

Douglas Sewell Developing Students' Ability to Select Effective Self-Study Techniques

Listening

Cheng-hua Hsiao Interaction Analysis in English Listening Classes

Chiyo Myojin Shadowing Practice in EFL Classrooms

Methodology & Techniques

David Carter Learning from Actors: New Perspectives on Drama in EFL

Stephanie Downey & Peter Wergin Bridging the Disconnect: Creating Authentic Student-Centered Learning

Nasreen Hussain Asking Quality Questions as a Teaching Strategy

Yunxia Ma & Yanqin Bai Comparative Study of Questioning Skills in EFL Teaching

Cathy Spagnoli Using the World of Asian Storytelling to Teach English

Multiple Skills

Shadab Jabbarpoor The Impact of Product vs. Process Writing on the Vocabulary Improvement of EFL Learners

Izumi Kanzaka & Edwin K. W. Aloiau Combined Tasks for EAP and Communication Skills

Daniel Kelin Straightforward and Practical: Drama with Young English Language Learners

Mark Sheehan & Michael Shawback Beyond Survival: Communication for Academic Purposes

Andrew Nicolai Struc Augmenting L2 Oral Communication Experiences Through Reflective Journaling

Tory Thorkelson Bringing Drama into Your Classroom: How to ACTivate Your Students

Professional Development

Jonathan Aubrey Reflective Practice in ELT

William Michael Balsamo Teachers Helping Teachers - Seminars for Teacher Training

Allison Bill & Shawn DeLong In Someone Else's Shoes: Teacher Development Through Classroom Observations

Young-Ah Kang Teacher Autonomy Through the Experiential Learning Cycle

Izumi Kanzaka & Shigeyo Yamamoto Teaching Through English: Learner Development Through Teacher Development

Hyo Shin Lee Inside ICALT: The Implications for Teacher Education Programme Development in Korea

Beata Piechocinska & Jerry Carson New Ways of Pursuing Professional Development

John Wendel & Jolanta Pyra Peer-Assisted Professional Development Through Classroom Observation

Reading

Atsushi Asai An Evaluation of Guessing Strategies in Reading

Jake Kimball Informal Reading Assessments and Young Learners

Richard Lemmer Does Extensive Reading Affect Reading Habits after Graduation?

Byron O'Neill Developing Book Report Forms for Graded Readers

Giulio Perroni Reading Circles - More Than English Acquisition

Andrew Nicolai Struc Reading Aloud: Exploring Pronunciation Gains and Learner Perceptions

Robert Waring & Tracy Cramer Getting Started with Extensive Reading in Korea

Second language Acquisition (SLA)

Cheryl Choe The Interface Between Self-Efficacy,

Life Satisfaction, and Social Support in SLA
Shu-ching Chu Motivation Through Self-Learning Projects

Andrew Finch Motivation Through the Flow Experience

Hsiao-wen Hsu Children's Motivation/Attitudes Towards EFL Learning in Third Grade

Chise Kasai Differences Between Korean/Japanese University Students in ESL Proficiency

Satomi Kawaguchi & Bruno Di Biase Acquisition of Passive Voice in ESL: Case Studies from Chinese L1 and Japanese L1

Tae-Young Kim A Longitudinal Case Study of Korean ESL Students' Motivation

Douglas Sewell Expectancy of Learning: Motivation Among False Beginner Korean College Students

Speaking/Pronunciation

Russell Hubert Formal Debate for University EFL Programs

Kumi Iwasaki Strengths as a NNEST in Teaching Academic Speaking

Geoffrey Miller Public Speaking - Increasing a Student's Self-Confidence

Byron O'Neill & Russell Hubert Extending Speaking Opportunities in EFL Contexts

Douglas Rhein Improving University Student Presentations

Douglas Rhein Motivation and Academic Public Speaking Courses

Jonghee Shadix The Influence of Korean Phonology on English Pronunciation

Jonghee Shadix Using Lessac's Consonant Orchestra and Structural Vowels for Intelligibility

Adrian Smith & Shelley Price-Jones Creating Artifacts and Interlocutors in ZPD Classes

Adrian Smith & Shelley Price-Jones A Curious Dialogue: Setting the ZPD with Group Work

Lawrence White Rolling Your Own: Tailor-Making a Conversation Textbook

Testing & Evaluation

Peter Burden Student Evaluation in Japanese Universities: Are ELT Teachers Disadvantaged?

Ting-yao Cheng Development of Online Multimedia English Tests for EFL Children

Sara Davila Assessment in the English Language Classroom

Kathi Emori Pre- & Post-Self-Assessment: Getting Students to Anticipate the Course Ahead

Roger Fusselman Making TOEFL iBT Reading Tests for Your Classroom Text

Mike Guest The Criticism and Analysis of University Entrance Exams

Zahra Janbazi The Relationship Between Left-/Right-Brain Dominance and Performance of Cloze and Multiple Choice Item Tests

Miae Lee Portfolios in the Korean Middle School

Classroom

Vocabulary

Alastair Dunbar Vocabulary Learning Strategy Instruction and Use

Phil Owen Vocabulary Cha-Cha: Taking Matching Activities Up a Notch

Writing

Mingxia Gao The Impact of Explicit Revision Instruction on L2 Student Writers

Julia Gardiner Corrective Feedback, Collaborative Revision, and L2 Writing

Lawrie Hunter Graphical Means of Reducing Cognitive Load in L2 Writing

Young Ok Jong Voices of Korean Primary and Secondary Students About Learning English Writing

John McNulty Proactive Approaches to Combating Plagiarism in University (EFL) Writing Courses

Adriane Moser Using Pedagogical and Learner Corpora to Investigate Summary Writing

David E. Shaffer Writing Research Papers: Proper Quoting, Citing, and Referencing

Isaiah WonHo Yoo Teaching the Academic Body Paragraph in Content-Based Instruction

Other Issues

Sara Davila Special Needs Inclusion in the Classroom

Jocelyn Graf & Kyung-Ae Oh Hagwon Mothers' and Korean Teachers' Views of Teachers' Qualifications

Marc Helgesen 10 Minutes for Happiness: Positive Psychology & ELT

Peter Ilic & Stuart Warrington Evolvement of the Annual Activities Survey for Language Teachers

Marcela Jonas & Cat Adler What's in a Word?

Special Interest Groups

Christian Teachers

Heidi Vande Voort Nam Introduction to the Christian Teachers SIG

Virginia Hanslien Addressing Motivation from a Christian Perspective

Global Issues

Robert Snell Introduction to the GI SIG

Spirituality in ESL

Gregory Brooks-English & Ruth Liddle Panel Discussion and Q&A

Young Learners & Teens

Jake Kimball Support and Networking for YL and Teen Teachers

2007 Korea TESOL International Conference

Two-Day Schedule

Saturday, October 27th

8:00-9:00	Registration (Continuing all day)
9:00-9:50	Regular Concurrent Presentations
10:00-10:50	Regular Concurrent Presentations
11:00-11:30	Opening Ceremony
11:30-12:20	Plenary Speaker: Jeremy Harmer <i>“Difference, Medals, Missions and Angels”</i>
12:30-12:50	20-Minute Concurrent Presentations
1:00-1:50	Regular Concurrent Presentations
2:00-2:50	Featured Speakers 1. Mike Levy 2. Tomas Farrell 3. Gary Rector
3:00-3:50	Regular Concurrent Presentations
4:00-4:50	Regular Concurrent Presentations
5:00-5:50	Featured Speakers 1. Tim Murphey 2. Rob Waring 3. Steve Gershon
6:00-6:50	Regular Concurrent Presentations
7:00	Dinner Reception

Sunday, October 28th

8:00-9:00	Registration (Continuing all morning)
9:00-9:50	Regular Concurrent Presentations
10:00-10:50	Regular Concurrent Presentations
11:00-11:50	Plenary Speaker: Jun Liu <i>“Is Motivation Necessary for the Success of Language Learning?”</i>
12:00-12:20	20-Minute Concurrent Presentations
12:30-12:50	20-Minute Concurrent Presentations
1:00-1:50	Regular Concurrent Presentations
2:00-2:50	Featured Speakers 1. Neil Anderson 2. Elka Todeva 3. Bill Snyder
3:00-3:50	Regular Concurrent Presentations
4:00-6:00	Annual Business Meeting

Smiles Per Class Is Worth Measuring

By Tim Thompson

The longer we teach, the more likely we are to lose touch with the students' perspective of the classroom dynamic. Unless we are actively studying a foreign language or taking graduate classes ourselves, we might begin to forget that students also have expectations regarding the material covered, the teaching style employed, and the classroom's atmosphere. I believe that in order for teachers to be successful, they must always be aware of their students' expectations and strive to enhance motivation and participation in the classroom. However, since the fulfillment of these goals is not easy to quantitatively measure, I propose that we begin with a simple measurement form that I call "smiles per class" (SPC).

What SPC indicates:

- 1) *Paying attention*: It would be foolish to underestimate the importance of paying attention, especially in a language class. Students can easily become overwhelmed if teachers conduct the class entirely in their L2. Speaking too fast or using difficult vocabulary can cause students to give up and tune out. Gauging the level of SPC will help the teacher to know that the class is going well and the students are keeping up and tuning in.
- 2) *Enjoyment of the lesson/material*: Students who are enjoying the class will show it. Likewise, students who are enjoying the class will work harder and participate more. Whether they like your active teaching style, your clear explanations, the exciting classroom activities, or the interesting subject matter you have introduced, a high level of SPC shows that you are doing something right.
- 3) *Likely receptive to additional stimuli*: Classes with a high SPC ratio are more likely to be open to new types of learning. Trusting the teacher, they will give new classroom activities the benefit of the doubt. You have already demonstrated the ability to make class fun and exciting. That makes your job much easier since you do not have to spend time "selling the students" on your new idea.

Research that I have conducted reveals that Korean university students preferred factors related to their teachers' personality over the teachers' qualifications or appearance (Thompson, in press). Being friendly toward one's students can make a huge impact on the success of the class. Smiling is often more effective than a PhD. Think back to when you were studying in

university. Which classes did you enjoy the most, and what made them so enjoyable? How often did you show your enjoyment by smiling in those classes?

There are many ways to raise the SPC in your language classes. Here are three suggestions and examples of activities that I use:

- 1) *Make classes student-centered*. Classes where students work in pairs or groups often have higher SPC than lecture-style classes. This occurs because students are more active and they enjoy the interaction with each other. The teacher's role in these types of classes is to create a format where students do some research or prepare a presentation before class and then share that information or simply their own personal experiences with their classmates. It is more motivating for the students to be able to have some control over what they learn and discuss with each other, and that makes it ultimately more satisfying. That satisfaction creates more SPC.

Being friendly toward one's students can make a huge impact on the success of the class.

Example: My sophomore conversation class uses their Friday class time to talk in small groups. They get a list of conversation questions on a topic related to that week's unit in the book. They are encouraged to use the questions to initiate conversations among the group members. I encourage the students to let the conversations go on for as long as they are interested and shift to whatever topic they feel like. I am there to help when they have trouble expressing themselves and to give encouragement.

- 2) *Make lessons more practical*. As mentioned above, encouraging students to have some control over the format instantly makes the lesson more practical. The students are learning what they believe is useful to their future success. The teacher then gives suggestions regarding topics or data that the students may not have thought of or could not find. The teacher's role changes from materials provider to materials resource coach. We can recommend web sites or periodicals that have the type of information that the students

might enjoy, and then let them choose what they like.

Example: I teach a class for seniors, which meets twice a week. On Fridays, the students bring a current events article that they have chosen and share it individually with four or five different class members. Not only do the students get to practice their presentation and conversation skills multiple times, they also learn about practical information chosen by their classmates.

Smiling is often more effective than a PhD

3) *Teach the students how to be successful at new things.* Introducing new projects and assignments often elicits a great deal more groans than smiles. However, prolonged exposure to these new activities creates a sense of comfort brought about by routine and as the students begin to experience success with the activities that they thought would be impossible, the SPC goes way up. It does not hurt to remind the students that they are now conquering something that they previously wanted to give up on.

Example: In my Business English class for juniors, the students thought that finding current business-related articles for discussion on Mondays was too difficult. They complained and pouted for the first two weeks. By mid term, the students' motivation was higher than

ever since they had experienced several weeks of successfully achieving something they had thought they could never do.

Conclusion

It is not easy to obtain individual feedback from our students. We must be wary of interpreting surveys because we cannot always assume that the students are letting us know how they honestly feel. Interviews take time to administer and students often feel uncomfortable giving their teachers negative feedback face-to-face. By paying attention to our students' facial expressions and body language in the classroom, we can monitor whether or not we are meeting or exceeding our students' expectations. Watch your classes over the next week and see if your classes' SPC level is where you want it to be.

Reference

Thompson, T. (in press). Examining Korean university students' expectations of their native English teachers. *KOTESOL Proceedings 2006*.

The Author



Tim Thompson (MA TESOL) has been teaching English in South Korea for seven years. His professional interests include *English for Specific Purposes*, pronunciation techniques, learning journals, and computer and multimedia-assisted language learning. Tim has developed a Business English course based on Donald Trump's The Apprentice TV show. Email: asiatour@hotmail.com



Global Issues Special Interest Group Poster Competition

Theme: *Place-Based Education*

Categories: (1) Elementary School, (2) Middle & High School, (3) University

Submissions: Bring your posters to the International Conference on October 27

OR submit your posters via e-mail to 2007magazinepagecompetition@gmail.com by October 25.

For more information: <http://www.kotesol.org/?q=node/391>

Reflection, Randomness, and Research

My students want to know why, as teachers, they should do research. I always reply that they need to do it because classrooms are messy places. Teachers and students enter in different combinations, different moods, and different directions every day. Odd things happen and well-made lesson plans are diverted into things unexpected. The classroom is not always an easy place for teachers to deal with situations. I promote reflective teaching practices, “the process of critical examination of experiences, a process that can lead to a better understanding of one’s teaching practices and routines” (Richards & Farrell, 2005, p. 7) in my classes because I believe such reflection can help teachers see their work more clearly. However, reflection is also limited by our own biases in seeing the world. Reflection extended over time and sharpened in focus into research helps overcome the problems of messiness and our own tendencies to see things as they may not be.

I recently finished reading *Fooled by Randomness* (Taleb, 2004), a book on economics, which at first glance would seem to have nothing to do with teaching. But Taleb’s argument about how people can be fooled by their own thought processes into drawing incorrect conclusions from things which are random, like fluctuations of the stock market, does apply to teaching languages. He makes the case that the same problems will arise in other fields that are prone to randomness. In addition, I would argue that language teaching is prone to randomness in both the short term and the long term.

In the short term, at the level of the lesson, we simply cannot say who will learn what from anything we teach. The transfer model of “we teach it, they learn-it” does not hold. In a reading lesson, some students will get your point about using strategies, others may notice new vocabulary or grammar, and (hopefully) just a few will spend time daydreaming. On any given day, we cannot know which students will be doing which.

In the long term, looking at students at the beginning, or even in the middle of the process of learning a language, we cannot say which ones will ultimately be successful, high-level learners. Too many variables intervene to make such predictions with accuracy. We teachers face a situation where we cannot clearly know the outcomes of our work.

To this messy situation, we bring the processes of reflection in order to create some sense for us and to help us do the job better. Yet, we are often fooled by our biases for “the visible, the embedded, the personal, the narrated, and the tangible” over “the abstract” (Taleb, 2004, p. 262). In particular, we tend to see

causal relations where none really exist. For example, we may try out a new activity in class or a new grouping arrangement for students and, in a reflective mode, notice that there are fewer management problems and more students seem to be paying attention. Nevertheless, we cannot assume that these two things are related. The management problems of other days may have had nothing to do with the activities or grouping arrangements used on them. Perhaps the weather outside was nice or the student who is the root of management trouble was absent that day.

Professional Development

By Bill Snyder

This message of not jumping to conclusions seems obvious, but Taleb argues that we are naturally inclined to it, for good reasons. Thus, we must be wary of it, wary of our tendency to believe that we have found the solution to our teaching problems. I do not think the message should be one of rejecting reflection because of our natural tendencies to misinterpret. Rather, we need to understand reflection in the long term, as a process of gathering information, evaluating, understanding, and always being open to new information and new understandings as we reflect more.

This extended process of reflection is what we can call research, especially as it becomes more focused. This research built out of reflection is the basis for teachers improving both their knowledge and their practice of the field (van Lier, 1996) and for dealing with the randomness of the language learning process.

References

- Richards, J.C., & Farrell, T.S.C. (2005). *Professional development for language teachers: Strategies for teacher learning*. Cambridge: Cambridge University Press.
- Taleb, N.N. (2004). *Fooled by randomness: The hidden role of chance in life and in the markets* (2nd ed.). New York: Random House.
- van Lier, L. (1996). *Interaction in the language curriculum: Awareness, autonomy, and authenticity*. London: Longman.

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 the KOTESOL’s Publications Committee Chair. Email: wsnyder7@gmail.com

Using Video to Promote Speaking Fluency

By Kyungnan Park

Communicative ability in English is more important than ever due to the change in standardized English proficiency tests such as the iBT TOEFL. These tests symbolize current trends. The new TOEFL format includes a speaking test and excludes a grammar section. This means it is impossible to score high if the test-taker has low communicative ability.

How can we help our students communicate fluently in English? How can our students get beyond stammering out a few memorized words and phrases and actually make sensible conversation? One method that has helped my students to accomplish native-like speaking fluency even in this EFL situation is massive input via movies.

Theory Supporting Movies

When students receive enough and proper English input via movies, they become equipped with various expressions through acquisition, not studying; this allows communicative ability to emerge. Instead of students putting together memorized expressions and unnaturally stammering out a few words, they are able to *engage* in natural interaction.

For acquisition of English, it is important for our students to be exposed consistently to sufficient and appropriate input. Both quantity and quality of input are important. In terms of the quality of the input, instead of reduced or tailored input, “full input,” which is natural and authentic English, is effective for all students at different levels of English proficiency when presented with support geared to the level and age of the student. Movies and animations offer excellent input for this purpose.

Students are able to engage in natural interaction.

Movies offer excellent “full input,” with varied content to stimulate our students’ interest and cognitive levels. They are fun, not stressful. They offer rich contexts to support student comprehension. In addition, they allow for lengthy exposure over a long period, making acquisition more likely. Movies also expose the learner to various cultural features, such as pragmatic uses of language. They also help learners to see vocabulary in use, giving a richer understanding of words, idioms, and expressions. Finally, movies provide the classroom

with an object to investigate, permitting the teacher to take on a facilitator role, instead of language model role.

Selecting Appropriate Movies

A difficult issue, however, is determining which movies will best serve acquisition goals. Four criteria for selection seem evident. One, movies should be interesting and appropriate for the students’ age and cognitive level. Two, the movies should not contain sex or violence. Three, there needs to be ample conversations in a standard English dialect. Finally, teachers should choose movies covering different subjects and topic areas to ensure diverse input.

The following DVD titles have been useful in my classes.

For Children

- Grade 1: *Timothy Goes to School, Caillou, Veggie Tales, The Jungle Book, Madeline*
- Grade 2: *James & the Giant Peach, Charlotte’s Web, Beethoven, Brother Bear, The Rugrats Movie*
- Grade 3: *Shrek, Spy Kids, Home Alone, Stuart Little, Sinbad*
- Grade 6: *Finding Nemo, Lilo & Stitch, Jimmy Neutron, Atlantis, Inspector Gadget*

For Adults

Sleepless in Seattle, While You Were Sleeping, Pay It Forward, Goodwill Hunting, Rain Man, You Got Mail, One Fine Day, Shaw Shank Redemption, Usual Suspect, Green Mile, Forest Gump, Beautiful Mind

Use of Movies

Of course, simply playing movies will not help students efficiently acquire English. To achieve this goal, a number of strategies need to be employed, both while students are watching the movies and after viewing is finished.

While watching movies, for example, do not show subtitles. Encourage students to mimic characters and even consider giving prizes for the students who can mimic pronunciation, intonation, and gestures the best. Also, do not let students speak Korean during the film. The point is not to make them feel that speaking



Korean is inappropriate, but to encourage them to try comprehending the film through English, not via Korean translation. Moreover, if you can provide activities for students to do while watching the movie, this will help them interact with the content and focus their attention. For example, one activity might be to match characters with an action and a quotation. Regarding unknown vocabulary items, encourage students to guess their meaning from the context.

Some teachers may not be aware of the value of *mimicking*. Mimicking develops listening skills and facilitates native-like pronunciation of consonants, vowels, stress, rhythm, and intonation. It also maximizes the retention rate or acquisition of input. Mimicking is also an important strategy that children use for acquiring their native language and is believed to help learners acquire the structure that underlies the language. When students echo movie characters, for example, their attention to phonological data may represent a natural way to obtain semantic information and help them acquire the L2 in the same way L1s are learned. So try not to get upset if students mimic your instructions!

The success of the movie lesson plan also depends on what you do after the viewing. Organizing activities

Movies provide the classroom with an object to investigate.

that promote interaction gives students an opportunity to practice language and interaction styles that they have just viewed. This practice may help promote long-term memory storage. One activity is to ask simple comprehension questions and have students summarize parts of the movie.

It is paramount for students to practice speaking sufficiently at discourse level. Practice (repetition and association) is one key to the formation of habits and children's practice is a key to language acquisition of the mother tongue as well. Below are four practice activities that go beyond merely summarizing the

movie and help students to internalize vocabulary and expressions from the movie.

- 1) **Mimicking.** Have students try to mimic different characters. Award prizes for the best mimics.
- 2) **Role Play.** Replay movie scenes, muting the movie and allowing students to dub in the voices of the characters. Allow students to recreate scenes from the movie or create alternative endings and sequels.
- 3) **Discussion.** Choose appropriate topics according to the cognitive levels and areas of interest of the students and discuss character choices and behaviors in relationship to those topics.
- 4) **Presentation.** What is said in the discussion can be recorded in written form and shared with the whole class through a presentation as a follow-up activity. Teachers can provide tips for presentation skills beforehand and students can prepare a presentation about a scene, a character, or their interpretation of the movie.

Using movies as discussed above has been proven very effective to enhance my students' speaking skills. I would like to emphasize, however, that student participation during these activities is most important for successful language acquisition. Therefore, the movies must be carefully selected and the follow-up activities well planned.

Language skills are naturally enhanced by exposure to different aspects of the language, such as listening, speaking, reading, vocabulary, and grammar. Consequently, combining these movie activities with reading scripts and writing sequels helps engage more skills and should further advance students' language acquisition.

The Author



After working as a professor in universities in Hong Kong and Korea, **Kyungnan Park** has been working as the Chief of Education Division at TOSS English for about three years and has observed impressive improvement in English proficiency among the 20,000 students in TOSS programs nationwide. Email:

knpark727@dreamwiz.com



Research SIG Workshop

Using SPSS

Saturday, November 17
Participation limited.

Contact: David Kim, kdi.kim@utoronto.ca

Instructions

The purpose of having instructions in teaching materials is to tell students how to perform language tasks, so they deserve a great deal of attention from the author. For example, what level of learners do you think these instructions are aimed at? (The answers are at the bottom).

1. Match the words and pictures. Write sentences.
2. Work alone or with a partner. Look at the sentences. Each sentence has one mistake. Find the mistakes. Correct them.
3. Jason and Mi-na are a happily married couple. They are kind of a double-income family with no kids (DINK). They work very hard to stay in great shape. They always watch their diet and exercise a lot. Look at the sets of pictures below and make appropriate sentences for each set. The first set has been done for you.

These instructions progress from basic to (below) low-intermediate levels. In the first two, every word is necessary, and the instructions simply tell students what to do. The first has two steps. Students are to match the given words with the pictures on the page and then write sentences in empty boxes in the pictures. At this “starter” level, the sentences will be very simple, so there is no need to specify their form. In the second set, learners must process five concepts before beginning the task. However, the language is clear, so they should be able to do this. Otherwise, they can ask the teacher for help. This will also give valuable feedback to the teacher.

These instructions function as comprehension tests, identifying students who cannot process the language. This allows the teacher to give individual attention to these students, while the others get on with the tasks. To explain the instructions to everyone before they have tried to comprehend them defeats the whole purpose, and encourages students to wait passively for the teacher to explain.

The third set of instructions takes a different approach. This is no problem when we look at the first sentence, though we might wonder why the word “happily” was necessary. However, when we get to the second sentence, we find that “They are kind of a double-income family with no kids (DINK).” Are they happy because they are DINKs? Why do we need to know this? Why is “kind of” used? It seems ambiguous. Sentences 3 and 4 continue to supply information, and we have to wait until sentence 5 to find the main commands. Sentence 6 then explains that the first item supplies a sample answer. We thus have seven concepts (sentence 5 has two commands) in one paragraph. Students have to read the whole paragraph, sort out the information from the commands, and proceed

accordingly. Is this an appropriate task for learners at this level? Is there a way of making these instructions more user-friendly?

While it might help to itemize the information in separate lines and “signpost” the commands by bulleting them, we will still have problems. For example, why does sentence 2 use “DINK” instead of “DINKYs?” Wikipedia tells us that DINKY is short for “dual (or double) income, no kids yet,” whereas “DINK is sometimes used in reference to gay and lesbian couples who are stereotypically perceived to be childless” (Wikipedia, 2007). Furthermore, why do these people have to work “very hard” to stay in “great shape?” Finally, what does it mean to “watch their diet?” As we can see, these instructions are trying to pack a lot of information, some of it ambiguous, into a short space. They also contain idioms and vocabulary (e.g., “appropriate”) that might be too challenging for the students. It might even be a good idea to turn these instructions into a reading task by themselves.

We can see, therefore, that instructions need time and care in their design. They must tell students exactly what needs to be done, and they must contain language that is appropriate to the level of the students. If they require too much background information, then it is a good idea to turn that information into another task, which students can successfully complete beforehand.



Answers

1. *American Headway Starter*. Soars, J. & Soars, L. (2002). OUP.
2. *English Firsthand* 2. Helgeson, M., Brown, S., & Mandeville, T. (2004). Longman.
3. *English Countdown Book 3*. Cha, M-H, & Syn, M-R, (2001). Pagoda Academy, Inc.

Reference

Wikipedia (2007). DINKY. Retrieved August 8, 2007, from [http://en.wikipedia.org/wiki/DINKY_\(acronym\)](http://en.wikipedia.org/wiki/DINKY_(acronym))

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 that aim to empower the learner through performance assessment, learning-strategies, and a holistic approach to learning. Email: aefinch@gmail.com

From Superficial to Superb

When I first began teaching, I experienced a great deal of difficulty in implementing effective lessons, regardless of my planning. I was also inept at managing classes and I did not know why. Was it my fault? Was it the material or the activities? Was it my organization or sequencing of activities? Maybe I should blame my students and deny culpability? Ultimately, my ineffectiveness as a teacher resulted in low levels of student achievement. In fact, many of my students went through the entire *Let's Go* or *Super Kids* series, producing little proof of learning and even less evidence of acquisition - not to my satisfaction anyway! Fortunately, since my first introduction to the EFL classroom, I have improved my teaching and it now shows in my students' progress.

Reflecting on my initial transition from novice to experienced teacher, I must admit that studying the teacher's guide helped me the most. It offered concise pedagogical overviews, bridging both theory and practice. In addition, I found an enormous bank of practical activities, supplemental worksheets, assessment packages, and solutions to common problems. The teacher's guide even provided scripts for less confident teachers as well as caveats for seasoned teachers wanting a challenge.

Problems / Solutions

After two years of superficially making my way through course books, I finally decided it was time to peruse the dusty teacher's guide on the shelf. Over the course of two years, feedback from students and teachers indicated that I talked too fast. At first, I said, "Not me!" I was conscious of my speech rate, and I was certain that I had slowed down to a comprehensible rate. Obviously, I was incorrect. My efforts at speaking slowly were short-lived, and I unconsciously began talking faster. To compound the problem, the content of my speech was riddled with idioms and other native speaker-like features. When I tape-recorded my class, I was stunned by my *teacher talk*. Referring to the teacher's guide, I looked specifically for samples of teacher dialogues, which exemplified features of *foreigner talk* or *caretaker speech*. Using some of the sample scripts from the teacher's guide, I practiced using shorter utterances; I exaggerated my pronunciation with more stress and intonation; I used simpler vocabulary to get my point across and less complicated grammatical structures - ones my students were being exposed to. Then, there were techniques for repeating topics and patterns. The result? My students understood much more of what I was saying, enjoyed class more, and completed activities more effectively. In hindsight, I am thankful for having a teacher's guide as a resource.

Another problem I had was supplementing coursebook activities. Unsurprisingly, progressing quickly and superficially through coursebooks does not facilitate learning or acquisition. This kind of roadmap provides an insufficient amount of input and exposure to language. Unfortunately, as a beginning teacher, I was superficially covering material by only completing activities in the student book. In my teacher's guide, I found literally hundreds of extra games and activities, flashcards, worksheets, and other ancillary materials to supplement the coursebook. Not only that, but the teacher's guide gave suggestions for where and when to recycle material. The result? I acquainted myself with a storehouse of useful activities; I added more content to my classes; the pace of class slowed to an acceptable level where all stakeholders were satisfied.

Assessment was also an early problem for me. I clearly saw the product of my students' work, but the process was not as apparent. I knew when they made mistakes and errors, but while writing evaluations, I had difficulty pinpointing specific trouble areas. The teacher's guide had a bank of ready-made chapter tests, mid-terms, and finals, and I gave these to students. Based on the results, I was more or less thorough in covering material. I also used the test results to track student progress, which caused me to pay closer attention a student's known trouble spots during class. If the teacher's guide bank of tests were not available, I would not have taken the time to make my own.

If you are having difficulties acclimating to your classroom environment, need more variety of classroom activities, or need to develop your classroom management skills, I suggest readers refer to their teacher's guides. They are one means of making your life as a teacher easier and more effective.

The Author



Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is also the Facilitator of the Young Learners and Teens Special Interest Group, Editor-in-Chief of *The English Connection*, and KOTESOL 2nd Vice-President. Email: ilejake@yahoo.com or tec.editor@gmail.com

Good Intentions, Bad Constraints: Grammar and Assessment

We all know about the usual challenges for secondary school English teachers in Korea: large size, multi-level classes, student burnout, the looming shadow of the college entrance exam. However, not everyone is familiar with another huge classroom constraint: limited control over assessment. Here, I'll describe this challenge and its effect on grammar teaching and learning.

At my university, I can evaluate my students' performance as I see fit, and I can include options such as presentations or book reports. In contrast, many secondary school teachers have very little control over evaluation. The individual teacher can determine sometimes only 5-15% of a student's total grade. The remaining points go to multiple-choice achievement tests created by a group of teachers who teach in the same grade. These tests are frequently based entirely on the textbook, with exact replicas of the book's reading/listening passages and grammar/vocabulary examples. You can imagine why a teacher would want to make sure all the testable material has been covered in detail. What are the implications for grammar instruction? Teachers cannot choose to skip over structures in the book that they feel are irrelevant or unnatural. Moreover, with textbook reading/listening passages recreated precisely on the tests, students are not compelled to learn how structures work in different contexts. Their best bet for achievement test success is to memorize the entire passage and its translation.

So if achievement tests are based entirely on the textbooks, are the books at least well designed? Unfortunately, no. In all of the government-approved books that I have seen, structures appear at the end of a unit, in groups of three or four. The format is predictable. A very brief presentation - two or three examples taken from the reading/listening passages - precedes two or three quick fill-in-the-blank or mix-and-match questions. Production exercises are rare. The grammar structures are frequently not recycled between chapters. Clearly, it is not much in the way of grammar instruction, so most schools assign additional grammar books. While these may offer more exercises, the content is (amazingly) even more boring than in the textbook and can confuse students with new vocabulary.

Given these almost crippling constraints, how can a teacher even begin to stimulate any real grammar learning? Keep in mind the following very basic tips: (1) Say no to "Grammar Tuesdays." Even if you have to cover all of the material in a unit, no one said you have to teach five unrelated grammar points together on one day, as they appear in the book. (2) Spice up the

presentation. Even when you are crunched for time, a very quick lead-in to the grammar point is better than "Open your books to page 64." Pictures, a song lyric, or a mimed example can add to presentation interest.

Minimize translations and explanations, maximize interesting examples, and elicit, elicit, elicit. (3) Expand the

practice section with your own worksheets. Three mix-and-matches simply are not enough, and often the answers can be figured out from vocabulary clues. Some teachers keep a stockpile of photocopied worksheets in the students' homeroom for individual selection. Collecting worksheets is time-consuming, so share with and borrow from colleagues. (4) Add the tiniest bit of production, like sentence completion exercises. Production will not be tested directly, but it will help students to personalize and retain structures. (5) Be funny. Draw goofy pictures on worksheets and practice tests. Use cartoons. (6) Use celebrities or students as the subjects in sentence examples. (7) Have students label rare or literary structures versus common or spoken ones.

Finally, remember to re-evaluate your constraints periodically. If you do not have rigid departmental achievement tests, you should not be teaching and testing as if you did. The more you can supplement or replace dull and overread passages, the better. With additional grammar books, check out all the options for your school's price range. And if your department does have a common test but you have some sway, push hard for a change in test design. After all, even the college entrance exam will not replicate exact passages from your textbook. To succeed on proficiency tests, students need to use their grammatical knowledge to decipher passages that they have never seen or heard before. Interestingly enough, that is the way it works in real life, too.

The Author



Ksan Rubadeau taught in in-service training programs for Gyeonggi teachers for two years. She was deeply impressed by the creativity and perseverance teachers were using to get around institutional teaching constraints. She currently teaches at Korea University and is the treasurer of KOTESOL's Seoul Chapter. Email:

ksanrubadeau@hotmail.com.



Punctuating the Comma

In addition to the meaning that the words carry, meaning can also be derived from the punctuation of the text. Sometimes that punctuation is very regular. In other cases, the use of a punctuation mark is optional, i.e., the meaning of the sentence does not hinge on whether a comma is used or not, at other times, its use determines meaning.

One very common use of the comma is in listing a series of three or more items (“...A, B and C...”). A comma may be used after the next to last item, but often is not because its use is not necessary to make the sentence’s meaning clear. For example, *He bought a drink, a dessert and a hamburger*, is just as clear as *He bought a drink, a dessert, and a hamburger*. This comma following the penultimate item in a series is called the *Oxford comma*, or sometimes, *Harvard comma*, because its use is more common in academic writing, where the need for preciseness is great. One such case is where the last item in a series contains *and*. Here a comma after the next to last of the three items (e.g., *He bought a drink, a dessert, and fish and chips*) is required for clarity. If four items were purchased, the first *and* in the example would have to be omitted to make the sentence clear.

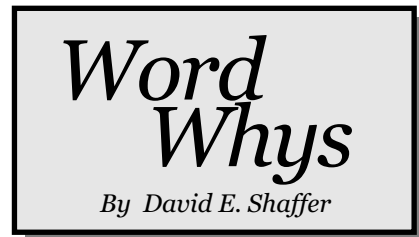
The comma is sometimes found following sentence-initial prepositional phrases or temporal phrases: *On Monday John kissed Mary*. It may be omitted, however, because of the ease with which the short phrase can be processed. If the phrase or main clause is a longer string, recognition becomes more difficult and the comma becomes required: *As soon as he arrived at school, John went to the dimly lit cloakroom and kissed an anxiously awaiting Mary*.

Commas may also be found around words like *therefore*, *however*, and *of course* at some times but not at others. Commas are used, in this case, to denote what would be a pause in oral production to add emphasis. Compare *He was therefore late for class* and *He was, therefore, the only student in the whole school to be late for class*.

One place where the comma is pivotal in determining sentential meaning is in the use of restrictive and nonrestrictive clauses. Restrictive clauses limit the possible meaning of a preceding subject. Nonrestrictive clauses use commas and tell you something about a preceding subject, but they do not limit the meaning of that subject. Accordingly, *The business executive at the poker table who owns a white Grandeur is winning* indicates that there is only one business executive at the table who owns a white Grandeur, while *The business executive at the poker table, who owns a white Grandeur, is winning* indicates that there is only

one business executive at the poker table, and incidentally, that he owns a white Grandeur (other people at the table may or may not own a Grandeur).

Yet another environment where the use of a comma appears to be optional is where two parts of a sentence are joined by *and* or a similar conjunction.



However, the comma is required before *and* when the conjunction joins two clauses (e.g., *John went to his office to pick up the book, and then he headed to the library to return it*). When *and* connects a phrase to the main clause, a comma is not used before *and* (e.g., *John went to his office to pick up the book and then headed to the library to return it*). But note that a nonrestrictive clause before the conjunction can also put a comma before *and* (e.g., *John went to his office to pick up the book, which was a week overdue, and then headed to the library to return it*).

Just as a comma need not be used with strings of sentence-initial prepositional and temporal phrases because of their ease of processing, a comma is also not required before *and* in compound sentences containing short clauses. Accordingly, *John kissed Mary and so did I* does not require a comma at the end of the first clause (i.e., following *Mary*).

To sum up, a comma is not required after the second-to-last item in a simple series, it is not necessary after short sentence-initial phrases, and it is not needed between short clauses in a compound sentence. Commas are however required with non-restrictive clauses and must not be used with restrictive clauses.

Question: What is *The English Connection*'s policy on the use of the Oxford comma in its pages?

The Author



David Shaffer, PhD Linguistics, a long-time resident of Korea, is a member of the English Language Dept. at Chosun University in Gwangju. He has authored columns and books on English for Koreans, Korean language, and Korean culture - all liberally punctuated with commas. Dr. Shaffer believes that the comma should not be used sparingly, especially in materials for an L2-English audience, and he also uses comma intonation profusely in his oral English. Email: disin@chosun.ac.kr

KOTESOL Kalendar

Compiled by Jake Kimball

Conferences

- Sep 29 '07** Daejeon-Chungnam Chapter Mini-Conference: "Evaluating Students: Formal, Informal Assessments and Beyond." Woosong Language Institute, Woosong University, Daejeon. (Email) Aaron Jolly, jollyprofessor@gmail.com
- Oct 27-28 '07** The 15th Annual 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>

Events

- 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:

Corea Calendar

Compiled by Jake Kimball

Conferences

- 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, Dr. Hoo-Dong Kang: hdkang2k@hanmail.net (Web) <http://www.pketa.org/english/index2.html>
- Oct 20 '07** Cambridge Day VII with SMU TESOL. Sookmyung Women's University, Seoul. (Tel) 02-547-2890, (Email) cambridgeday@yahoo.co.kr
- 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 6th Annual Oxford Day: "Current Trends in English Language Teaching." Ewha-Samsung Education Center, Ewha Women's University, Seoul. (Web) www.oxford.co.kr
- Nov 17 '07** The Applied Linguistics Association of Korea (ALAK) 2007 Conference: "New Perspectives on Research Areas & Methodology in Applied Linguistics." Sookmyung

northjeolla@yahoo.com; Phone 011-650-2957.

Calls for Papers


Ongoing. Korea TESOL Journal, Vol. 10. (Email) wsnyder7@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

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 

Women's University, Seoul. (Email) Eun-Ju Kim at ejkim@ewha.ac.kr (Web) <http://www.alak.or.kr>

Dec 1 '07 Global English Teachers' Association (GETA) Annual Conference: "Theory and Practice in Vocabulary Learning and Teaching." Chonnam National University, Gwangju. Plenary Speakers: Paul Nation, Batia Laufer. (Web) <http://www.geta.re.kr>


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/>

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/>

Apr 8 '08 Asian EFL Journal International EFL Conference. Busan. (Email) asian_efl_journal@yahoo.com (Web) <http://www.asian-efl-journal.com>. **Call for Papers:** Beginning in October 2007.

Jul 21-26 '08 The 18th International Congress of Linguists: "Unity and Diversity of Languages." Korea University, Seoul. (Email) cil18@cil18.org or ihlee@yonsei.ac.kr (Web) <http://www.cil18.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 

Top Eight Benefits of KOTESOL's New Web Site

By Joshua Davies

1. We remember you. After you have signed up on our new web site, you will not have to enter your detailed information again. Once you are in the system, you will not have to enter all of your information every time you renew or go to a conference, and your single login provides easy access to all the features of our site. We sent all members email notices containing new usernames in June. *Didn't get your email?* Spam happens. Just go to the KOTESOL login page and request that a new password/username be sent to the email we have on file for you. *Not sure which email address you used?* Try using a few, and if that does not work contact Dave Shaffer at KOTESOL.News@gmail.com.

2. You avoid the lines. By using your login, you can easily pre-register for our 2007 KOTESOL International Conference and smile gently as you waltz right past all the members and non-members who did not pre-register. Unless, that is, you *enjoy* waiting in lines! On top of this, you will save 10,000 won on the entrance fee. Less time spent; more money saved.

3. You control your identity. *Have you changed cities, changed jobs, or even your last name?* When you sign in to your new KOTESOL account, it sends you to your profile where you can edit and keep your address and other information up to date. This way you will never miss another email newsletter, newsmagazine, or journal again.

4. You decide your level of involvement. *Want to be updated on every piece of information your chapter and National KOTESOL provide?* Now, in your profile you can choose your email contact settings, from vigorous mailings to barely a whisper. Not only that, but by visiting chapter and SIG home pages you can manage your subscriptions. Just click "subscribe" on the group or SIG page, or if you change your mind later, click "my subscription" and unsubscribe. The choice is yours.

5. We keep the discussion going. *Why let those great teaching ideas lay dormant between chapter meetings, or because the get-together was too far away?* Not anymore! KOTESOL now has individual online forums for every chapter and SIG. Like what people are saying? You can click on their usernames and visit their profiles where it is easy to send a personal message. We hope to recreate the same positive community found at our many chapter workshops and conferences around the country. Why not stop on by and introduce yourself today?

6. We make it easy to use. If you notice anything

about your new KOTESOL web site, we hope it will be that it is simple to find what you are looking for. We have pruned back the digital branches and created a format that is organized, standardized, and frequently updated. Our site's ease of use extends beyond members and greatly impacts our chapters and special interest groups in a positive way. This means you will no longer have to worry that the latest entry on your chapter's home page will be about a potluck get-together . . . in 2001.



7. You can see what is going on - everywhere, anytime. *Want to know what events other chapters are planning next month without having to dig through countless pages?* Now you can. Our new calendar system takes every event posted by all the many chapters and SIGs and centralizes them in one convenient location. We think you will be surprised to see just how much is going on with KOTESOL around the country.

8. We offer solutions for continued professional development. In addition to the online avenues for education provided by our improved chapter and SIG pages and new forums, we also offer further possibilities. Information about other ESL/EFL conferences around Korea and the world can be easily found with a quick click of a link on our main page, and each month we strive to provide simple access to past KOTESOL publications for research and study purposes. *Want more hands-on help?* Why not have KTT trainers come to your area and give a workshop on many popular teaching topics?

All of this and more can be found by heading to www.kotesol.org. Welcome to the new KOTESOL web site!

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

2007-08 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL had offered the following research grants for 2007 and will be making them available again in 2008:

1. At least research grants of up 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, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion. Applications due in the spring of 2008. (One 2007 grant still available; apply immediately.)
2. Five presentation grants of 200,000 won each for academic presentations to be presented at the 2007 KOTESOL International Conference. The research papers of these presentations must be published in *KOTESOL Proceedings 2007*. These grants are designed to encourage new researchers and build presentation skills. Applications due in early spring of 2008. Prepare now.

For further information, contact
Research Committee Chair David Shaffer at
disin@chosun.ac.kr or **kotesol@asia.com**

The Employment Services Center

**At the 2007 KOTESOL International Conference
Sookmyung Women's University, October 27 & 28**

- Drop off your resume with recruitment representatives.
- Pick up recruitment materials.
- Schedule an interview with potential employers.
- Free to KOTESOL members.

Full information available at the conference registration area.

Widget Roundup

Let's imagine for a moment that you or your students are creating pages on the Internet for class purposes. This could be anything from student blogs (e.g., www.blogger.com), to a simple class web site created using a web page creator (e.g., www.pages.google.com) to an online class community network (e.g., moodle.com or www.ning.com). Regardless of the exact type of web site, one element they all have in common is a desire for interesting content. One easy way to add value to any web site is by using widgets.

Web Wheres

By Joshua Davies

What's a widget?

Widgets are embeddable dynamic content that can often be customized. Basically, a widget is a little program that you can add to your web page that does something. Different widgets do different things. For example, there are widgets that conduct class surveys, share files, count down to a special event, play music selections, play games, show the latest English lessons from a web site like breakingnewsenglish.com, show the current local weather in Tahiti, allow chatting between students, and much more. The various web sites that help you make widgets do all the hard work for you. You choose a widget that does what you want, select a few customizing options, and they provide the code that you add to your web page.

How do I use the code?

The exact way you use the code will vary depending on what type of web site you are putting it in, but the basic method is always very similar. Whether it is a blog or a simple class home page, almost every web site creation tool will have an option that lets you alter the HTML of the page. Having selected that feature, all you need to do is take the copied code and paste it into your page's HTML.

Where do I begin?

There are literally thousands of widgets available, ranging from the utterly pointless to the extremely helpful. Weeding through the list is tricky, so here are a few that I have found to be useful for my classes:

- For creating surveys or polls (either for students or by them): www.quibblo.com
- For keeping documents online (this is cool because it allows students to download any text document you upload as an MP3 file with a slightly robotic British accent): www.scribd.com
- For storing and sharing files: www.box.net
- For countdowns (to the end of the semester, to a big test): www.tinyurl.com/3dssrj
- For giving students and teachers space to chat online: www.yaplet.com (typed chat) OR www.yackpack.com/walkietalkie (voice chat)
- For telling life stories (definitely check this one out): www.ourstory.com
- For RSS feeds (good for sharing the latest stories/podcasts from various educational sites): www.thespringbox.com/express/getFeed/
- For adding PowerPoint presentations to a page: www.slideshare.net/

Still want more?

Take a look at these large widget repositories. Within a few minutes, you are bound to find what you are looking for:

- www.google.com/ig/directory?synd=open
- www.widgetbox.com/

If you have any other widget suggestions, please share them online at www.kotesol.org/?q=tecwidgets.

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



Online Membership Applications

New Membership Applications and Renewals Now Online:

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

A Music CD Review Project

By Russell Hubert and Byron O' Neill

Incorporating music into EFL curriculums has always been an excellent way to motivate students. This project engages students to write about their favorite music and concludes with each student receiving a printed booklet containing articles from the entire class. It can be used as a supplemental activity for regular university writing courses or as a core component of an elective course. It is best suited for small to medium-sized, intermediate to advanced proficiency classes and requires the use of several periods to allow for adequate student writing and revision, as well as for teacher correction and feedback.

Teachers will need to find several recent CD reviews for a variety of musical styles from music magazines or online sources to prepare for this project. Enough copies will need to be made for all members of the class. The total preparation time should be about 30 minutes.

First, have students read the sample reviews. Ask them to compare the different styles of writing while identifying the common features of each example. Point out that the style of writing in a review does not adhere to a set format in the same way as it does in an essay, but that it must contain certain information about the recording and the artist.

Distribute the "CD Review Project Writing Guide" to the students and explain each point. Ask students to choose a CD for their review and have them begin writing in class or do it as homework. Allow a suitable amount of time for them to complete a first draft. Instruct students that this first draft may be handwritten, but that the final draft must be submitted as a word-processed file.

Next, collect the first drafts and provide feedback on grammar, organization, and content. Return the drafts to the students and allow a reasonable amount of time for them to rewrite their reviews.

When students have finished their second drafts, have

them exchange reviews with a classmate and peer-edit each other's papers based on the feedback provided from the teacher. Allow the students time to make any final changes and create word-processed files of their reviews.

Finally, have the students submit their final drafts.

Make any additional corrections and compile the student reviews into a booklet. Make an index and cover for the booklet and print out copies for all class members to be given out in the next class.

After distributing the CD review booklets to the students, give them some time in class to read the reviews. Encourage them to make comments and ask questions about their classmates' writing.

One interesting option is to have students choose a representative track for their reviews and to bring their CDs to class before their final drafts are finished. Create an MP3 playlist from the tracks using iTunes or similar software and play it in the background during the final class of the activity while students are reading their review booklets.

This student-centered project allows students to use English for an authentic purpose and gives them the opportunity to see their own writing in print, perhaps for the first time. Writing about their own choice of music and knowing that their peers will read their work is both motivating and satisfying. A sample booklet of student reviews from one university class is available for download from <http://homepage.mac.com/russhubert/FileSharing43.html>

The Authors



Russell Hubert is an English lecturer in the Department of Cultural Studies at Kyoto Sangyo University, Japan. His research interests include writing skills development and incorporating music into the EFL curriculum. Email: russhub@d1.dion.ne.jp



Byron O' Neill is an assistant professor in the Department of English Language and Literature at Kyoto Notre Dame University, Japan. His research interests include English for specific purposes, extensive reading, and materials development. Email: oneill@notredame.ac.jp

Techniques I

A Quote to Ponder

One of the greatest enemies of successful teaching is student boredom.

Jeremy Harmer, *How to Be a Good Teacher*, 1998.

CD Review Project Writing Guide

For this writing project, we will write a review of a music CD. You can choose a CD by any artist or band in any style of music that you like. We will then put the reviews together and make a class booklet for everyone in the class to share their favorite music with each other.

Look at the examples on the handout to see how to write a music review. You can find many other examples of music reviews on Internet music sites such as www.rollingstone.com, www.billboard.com, and www.amazon.com. Amazon has professional reviews as well as reviews contributed by music fans. The style of writing for a review is up to you, but please consider the following:

1. Who is the artist? If it is a well-known artist, you will not need to include a long introduction. However, if it is a new or relatively unknown artist, you should include information such as where the artist is from and how long they have been performing.
2. What is the title of the CD? What is the music publishing company? Where and when was it recorded? How many songs are on the CD? How long is it? What other musicians or guests perform on the recordings?
3. If the artist is well known or you are familiar with other recordings by the artist, how does this CD compare with their others? Is it similar in style or is there something new about it?
4. If you do not know how to play a musical instrument, you do not need to write about specific musical elements. Instead, try to describe the overall mood of the CD because this is what most people care about. How does listening to this music make you feel? What is interesting or special about it?
5. Most CDs have many songs, so do not try to write about everything. Choose one or two of the best tracks to focus on in detail. You can include some quotations from the lyrics and write about what the song means to you.
6. For a conclusion, try to give the CD an overall rating. Think about how it compares with other CDs by the same artist or similar artists. Who would like this music? Who would you recommend it to? Most reviews include a rating system using stars or a ten-point scale. Let us decide on a common rating system as a class.

Is Your Membership Data Up to Date?

Keep Connected to KOTESOL

You Can Edit Your Change of Address,
Email, Phone Number, Place of Work
By Logging In and Using Our New,
Automated Online Service.

www.kotesol.org

Supplement Your Chapter Activities

Special Interest Groups

Young Learners & Teens
Christian Teachers Research
Spirituality in ESL
Business English
Global Issues

www.kotesol.org

Silence, Camera, English!

By Rafael Sabio

We were all students once; we all know how boring and monotonous classes can be if our resources are limited to textbooks. What if we could make our classes educational and enjoyable? As an English teacher in South Korea, I tackle this education/entertainment issue on a daily basis. In doing so, I have come up with a way to enhance English classes, ultimately making them more enjoyable for both English teachers and students.

Silence, Camera, English!

This is my way of keeping my classes interesting - by incorporating short videos into lessons. The first step in implementing *Silence, Camera, English!* is to choose an appropriate video. Videos of 3 to 5 minutes in length work best, as they are long enough to create meaningful dialogue in the classroom and short enough to retain students' attention. Teachers can easily access short videos online free from Internet sites such as YouTube (www.youtube.com), Google (www.video.google.com), CNN (www.cnn.com), BBC (www.bbc.com), and MSN Video (www.video.msn.com).

After selecting the videos, it is important to prescreen them in order to make sure that they are appropriate for your classroom context. I have created guidelines to determine what is appropriate for the classroom:

- The video should be no greater than 5 minutes in length.
- The speech should be clear and easy to hear.
- The video should be slow in both speaking and pace (i.e., not so quick as to lose the audience).
- The content should be appealing to the audience.
- The content should be appropriate for the age and maturity level of the audience.

Then, have the class take out a pencil, an eraser, and a sheet of paper, and explain to them that they will be watching a short video clip. Students view the video twice: the first time to internalize the information and the second time to take notes.

During the first viewing, students simply watch and listen to the video. Writing is not to take place at this point, as listening comprehension is the focus. Afterwards, the students discuss what they have just seen. In roughly 6-10 minutes, they should be able to answer basic questions such as who, what, when, where, and why.

Following the discussion, the students view the video clip once more. During the second viewing, the

students write down as many details as they can about what they have just watched. Once the video has finished, they organize their ideas by writing a few sentences. This whole process should take roughly 10 minutes to complete. When the students are finished writing, they each stand up and orally present their sentences to the class.

Now the teacher becomes a moderator, facilitating the discussion and prompting the

class with questions: "Do you agree with what was said? Why or why not? What would you do if you were in that situation?" Essentially, the main goal is to get the students talking, to get them involved in the communication process. Finally, this video clip session concludes, and the class moves on to the next video or another activity.

I have used this English teaching method several times. On each occasion, the students have really enjoyed it. If you have the technology available in your class, why not use it for the benefit of the students? After all, *Silence, Camera, English!* is easy to do, requires minimal preparation time, and offers tremendous benefits to students. To sum up, here is a breakdown for this activity:


- Get the class settled and have them get their materials ready - 5 minutes
- View the video once - 2 to 5 minutes
- Discuss what was just viewed - 6 to 10 minutes
- View the video clip once more, this time taking notes - 4 to 8 minutes (extra time allotted for pauses in the video, allowing students to write down what they see and hear)
- Organize observations into sentences (10 minutes)
- Present what they observed and discuss each accordingly (approximately 10 minutes depending on the class size)

Techniques II

The Author



Rafael Sabio is a TESOL graduate student at Shenandoah University and has been teaching EFL in South Korea for three years. During his spare time, Rafael enjoys writing, weightlifting, and spending time with his wife. His professional interests lie in EFL pedagogy and creating practical lessons that can help his students enjoy

learning English. Email: ralphsesjunction@hotmail.com 

Language Assessment: Principles and Classroom Practices

H. Douglas Brown

White Plains, NY: Pearson Longman, 2004

Pages: 324. (ISBN: 0-13-098834-0 Paperback)

Reviewed by Jake Kimball



As promised in the title, *Language Assessment: Principles and Classroom Practices* delivers a comprehensive introduction to language assessment aimed at practicing classroom teachers. Readers might already be familiar with the author, H. D. Brown, who has published two similar, and very popular, “survey” books, *Principles of Language Teaching and Learning* (H.D.Brown, 2000) and *Teaching by Principles* (H.D.Brown, 2001). With this one, the third in the trilogy, readers can expect more of the same: an easy-to-read, straightforward overview of the topic area, and plenty of examples and context to make the jargon and concepts more palatable.

What You See Is What You Get

Language Assessment: Principles and Classroom Practices covers a lot of territory in only 12 chapters and over 300 pages. Brown begins chapter 1 by differentiating between tests and assessment, formal and informal assessments, summative and formative assessments, and norm-referenced and criterion-referenced tests. He continues with a history of testing from the 1950s through today’s testing climate. Chapter 2 examines the “five cardinal criteria for ‘testing a test.’” These include practicality, reliability, validity, authenticity, and washback. Worth noting is that these criteria apply to any classroom quiz, exam, or high-stakes proficiency test.

Unlike the first two foundation chapters, chapter 3 covers the practical aspects of designing and scoring tests and giving feedback. We likely all do these activities as teachers every day, so this chapter is particularly instructive. Brown deftly compares language aptitude tests, proficiency tests, placements tests, diagnostic tests, and achievement tests. He goes on to examine objectives, test specifications, and finally illustrates these concepts with both well-crafted and poorly designed examples.

Standardized testing and standards-based assessment make up chapters 4 and 5. To be fair, Brown presents the pros and cons of standardized tests, highlighting the fact that “It is important for you to understand what standardized tests are, what they are not, how to interpret them, and how to put them into a balanced

perspective” (p. 66). The rest of the chapter offers practical advice on how to design your own tests, and it includes a large number of samples showing various test item types. The subject of chapter 5 is language benchmarks, or standards. These are the criteria for measuring achievement. This topic is an enormously complex one, given the virtually unlimited areas in which we can test students and the diversity of student populations. Although it seems like a pipe dream to state that every student will attain or demonstrate mastery of various standards at specified grade levels, standards are unavoidable. Outlining core competencies, then, is a laudable effort if stakeholders scrutinize the benchmarks for bias.

Chapters 6-9 apply theory to everyday test situations regarding listening, speaking, reading, and writing. Absent are chapters on widely popular test areas such as vocabulary and grammar. Brown cautions: “That way, we don’t perpetuate the myth that grammar and vocabulary and other linguistic forms can somehow be disassociated from a mode of performance” (p. 117). Brown’s avant-garde stance is noteworthy given that he predates the iBT TOEFL and today’s trend towards integrated skills. These chapters are especially useful to classroom teachers and test designers. Each chapter includes respective micro- and macro-skills, sufficient examples illustrating common test items, and rubrics.

The book’s penultimate chapter discusses additional means of assessment: portfolios, self- and peer assessment, observations, interviews, journals, etc. Brown and others object to “alternative assessments” on semantic grounds. A more ethical replacement for this pejorative term would be “alternatives in assessment.” Chapter 12, the final chapter, covers grading and guidelines for evaluation.

Evaluation, assessment, and accountability are back in vogue. In Korea, assessment and accountability are in the forefront of education and politics. Because of the popularity of high-stakes tests (e.g., KSAT, iBT TOEFL, IELTS, TEPS) as well as the battery of daily tests and school exams our students face, it is crucial that as teachers we are all well versed in the principles and practices of assessment, testing, scoring, and feedback. 🌐

Welcome Back, Jeju Chapter!

By Calvin Rains

KOTESOL's Jeju Chapter is being reactivated! On June 23, over 40 English educators attended the Jeju Summer Meet and Greet event. Professor Yang Chang-yong from Jeju National University delivered a very inspiring and informative keynote address that included reasons why a KOTESOL chapter needs to be functioning in Jeju Province and the many benefits of being members of KOTESOL. He also introduced some very important Korean cultural factors that English teachers should consider.

Each attendee selected and attended two of the four practical, meaningful workshop sessions presented by Phil Owen and Allison Bill, National KOTESOL officers. The attendees enjoyed the hands-on sessions, participated enthusiastically, and departed with practical classroom activities and strategies.

Sun-hwan "Harvey" Hyun served very effectively as the master of ceremonies for the event; Sherrin Hibbard served as facilitator for the steering committee; and Chris Evans presented an interesting and challenging quiz about Jeju. When providing the answers, she presented dozens of beautiful pictures that show why Jeju is so unique and special.

Members of the chapter steering committee were invited to attend a dinner at a nearby Korean restaurant and benefit from Phil's and Allison's expertise. Over a dozen English teachers, native speakers and Koreans, discussed chapter reactivation, networked, and enjoyed dinner. Yang Kyeong Woo, owner of English Plus Foreign Language Bookstore in Jeju City, surprised everyone by generously paying for the group's dinner.

The biggest surprise, however, was that so many educators have volunteered to share their time and talents to help reactivate the Jeju Chapter and to meet the professional development needs of English educators. It will not be "all work and no play," however, because several social events are on the horizon. With dozens of new English educators due to arrive this fall, our group wants to make strong efforts to help them become adjusted to island life and to work effectively with their students and fellow educators.

So many educators have volunteered to share their time and talents to help reactivate the chapter.

We extend a very special appreciation to KOTESOL for providing much-needed guidance and strong support for chapter reactivation. Dr. Marilyn Plumlee, KOTESOL's very dynamic and dedicated President, and Phil Owen, 1st Vice-President, have been supportive and helpful. We thank them for helping to get the Jeju Chapter back on track!

The Author



Calvin Rains came to Korea two weeks after retiring from teaching in the USA in August of 2006. He works with the EPIK Program in Jeju Province and has worked hard to help reactivate the Jeju Chapter of KOTESOL. Email: calvin.rains@gmail.com



▲ Susan Pryor giving a presentation at a recent Jeju Chapter meeting.

2007 National Election Candidates

Office: First Vice-President

Ascends to President the following year and Immediate Past President two years later; supervises local chapters; assists the President in a variety of duties; represents KOTESOL in an official capacity.

Candidate: Tory S. Thorkelson (Hanyang University, Assistant Professor)

1) Seoul Chapter Immediate Past president, 2) Nominations and Elections Committee Chair, 3) KOTESOL Teacher Trainers (KTT) Coordinator, 4) Local, National, and International Conference Volunteer.

Office: Second Vice-President

Heads the National Program Committee, which plans and develops programs; manages Special Interest Groups (SIGs) and KOTESOL Teacher Trainers (KTT).

Candidate: Jake Kimball (ILE Academy, Director of Studies)

1) Daegu-Gyeongbuk Chapter member, 2003-04 Vice-President, 2) National 2nd Vice-President, 3) *The English Connection*: Editor-in-Chief, 4) *KOTESOL Proceedings*: Senior Editor, 5) Young Learners Special Interest Group Facilitator.

Office: Treasurer

Maintains, collects, and makes reports on KOTESOL funds; executes banking transactions, budgetary planning, and record keeping; keeps an up-to-date membership list.

Candidate: Dr. David E. Shaffer (Chosun University, Associate Professor)

1) Gwangju-Jeonnam Chapter Advisor, 2) National Treasurer, 3) Research Committee Chair, 4) International Conference Committee Treasurer, 5) *KOTESOL Proceedings*: Associate Editor, 2004-06 Supervising Editor, 6) *Korea TESOL Journal*: Editor and Board Member, 7) *The English Connection* Associate Editor, 8) Web Site Content Editor, 9) KTT Trainer, 10) 2006 National Conference Advisor.

Office: Secretary

Records minutes of National Executive Council meetings; reads, acts on, and replies to incoming KOTESOL email and other official Executive Council communications.

Candidate: Dionne Silver (Sookmyung Women's University)

1) Seoul Chapter Newsletter (ASK) Editor, 2) 2006 International Conference Volunteer Manager.

Office: Conference Committee Co-chair

Ascends to Conference Committee Chair the following year; assists the Conference Chair with conference-related duties.

Candidate: Louisa Kim (Linton Global College, Hannam University, Head Business Professor)

1) Daejeon-Chungnam Chapter Member, 2) Immediate Past President of KOTESOL, 3) Constitution and Bylaws Amendment Committee Chair, 4) 2003-06 International Conference Committee Publicity Chair.

Office: Nominations and Elections Committee Chair

Submits a full slate of candidates for the annual election; conducts a fair election; visits local chapters scouting perspective candidates.

Candidate: Aaron Jolly (Hanseong University, Instructor)

1) Daejeon-Chungnam Chapter Past President, 2) 2006 National Conference Co-chair, 3) KTT Trainer.

Voting will take place both online and at the International Conference venue - Sookmyung Women's University in Seoul. (Only members whose memberships expire after the October conference will be included in the online voters list.)

Voting Schedule

Oct. 20-24	Online Balloting
Oct. 25-26	Online Ballots Closed for Tabulations
Oct. 27-28	Balloting at Conference

Voting hours will be from 11 a.m. to 4 p.m. on both Saturday and Sunday, October 26-27. To cast a vote, individuals must be current KOTESOL members at election time. (Be prepared to supply identification.)

All candidates have 1) been a KOTESOL member for at least the past one year (Bylaws, IV. 2), 2) provided biographical data and personal statements, and 3) received three non-Executive Council endorsements for candidacy. For more information on the candidates and the election, visit the KOTESOL web site.

Election results will be announced at the Annual Business Meeting on Sunday afternoon (Oct. 28th).



Constitutional Reform

Proposed Revisions to the National Constitutional and Bylaws

Six items have been proposed to amend the Constitution and/or Bylaws of KOTESOL. Following are, first, the six proposed items and then details concerning each of them.

Item 1: Proposal to eliminate the position of General Manager.

Item 2: Proposal to enable dissolution of a chapter due to inactivity or lack of membership

Item 3: Proposal specifying representation of chapters at national council meetings.

Item 4: Proposal to provide a framework for chapter leadership and chapter elections.

Item 5: Proposal to require a minimum number of votes cast for successful election.

Item 6: Proposal to provide direct election of the president for a two-year term.

Item 1: Proposal to eliminate the position of General Manager

Affects:

- Bylaws, Article IV. The Council, Section 4.
- Constitution Article V. Officers and Elections. Section 2, first sentence.

New Language:

- Entirely delete Bylaws Article IV. Section 4, and renumber the subsequent articles.
- Eliminate the last clause of the first sentence in Constitution Article V. Section 2, which states "as well as the KOTESOL General Manager".

Item 2: Proposal to enable dissolution of a chapter due to inactivity or lack of membership.

Affects:

- This proposal, if approved, would become Bylaws Article VI, Chapters, Section 4.

New Language:

"Any chapter that fails to retain 18 members for 24 consecutive months may be dissolved by majority vote of both (a) nationally elected officers; and (b) all chapter representatives in attendance at a duly called and noticed National Council meeting. Dissolution shall take place immediately, with chapter finances and assets reverting to the national treasury, and any

current membership transferred to other chapter(s)."

Item 3: Proposal specifying representation of chapters at national council meetings.

Affects:

- Constitution, Article V, Officers and Elections. Section 2.
- Bylaws. Article IV. The Council, Section 5, sentence 2.

New Language:

- For Constitution, Article V, Section 2:
"The Council shall consist of the officers, the Immediate Past President, the chairs of all standing committees, and the president from each chapter or his/her duly noticed replacement, who shall have full voting privileges. A chapter replacement shall serve the full council meeting; notice of this appointment must be in writing to the national president and secretary not less than 72 hours prior to the Council meeting; there are no short-term replacements and no proxy votes during face-to-face council votes."
- For Bylaws, Article IV. Section 5, sentence 2:
Retain current sentence 2, but add the following:
"except as otherwise specified in the Constitution, Article V."

Item 4: Proposal to provide a framework for chapter leadership and chapter elections

Affects:

- Bylaws, Article VI. Chapters. Adds a new Section 5.

New Language:

- "Chapters shall develop Chapter Election Policies consistent with the following provisions:
a) Chapters shall hold elections at the first Chapter meeting following the National Annual Business Meeting, hereafter called the Chapter Annual Business Meeting (ABM).

A chapter may specify another time to hold its Chapter Annual Business Meeting, but this must be established in the chapter bylaws.

At the Chapter ABM, officers for the following offices must be elected:

- i. President, who also serves as chapter representative to the National Council.
 - ii. Vice-President, who also serves as chapter representative to the National Programs Committee.
 - iii. Treasurer, who maintains liaison with the National treasurer for matters of finance and membership.
- b) Other officers may be elected or appointed, and

duties designated as appropriate; the duties identified in a(i) - a(iii), above, may be delegated.

- c) Term of office concludes, regardless when elected or appointed, with the next Chapter Annual Business Meeting. Officers may run for re-election.
- d) All current chapter members present at the meeting are authorized to vote at the meeting.
- e) Chapter elected officers, sitting as a Chapter Council, may appoint non-voting council members for any role other than those identified in the Chapter Election Policies.
- f) Vacancies in elective chapter offices may be filled only by a 2/3 majority of duly elected officers, and then confirmed by a simple majority vote at a regularly scheduled and announced chapter meeting.
- g) No absentee, proxy, or electronic ballots shall be permitted at the chapter level."

Item 5: Proposal to require a minimum number of votes cast for successful election

Affects:

- If approved, this proposal will be added to the Constitution, Article V. Officers and Elections, as Section 4.

New Language:

"No candidate for a position on the Council shall be elected who fails to receive at least twenty-five percent (25%) of all votes cast for that position, and at least 25% of total votes cast must be cast for this position. Where no candidate meets this requirement, the post shall be declared vacant."

Item 6: Proposal to provide direct election of the president to a two-year term.

Affects:

- Constitution, Article V. Officers and Elections. Section 1, sentence 2-4, and Section 3, sentence 1.

- Bylaws. Article IV. The Council. Section 2.

New Language:

- In current Constitution Article V. Section 1, delete sentences 2, 3, and 4, to be replaced with the following as sentence 2:

"The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting, except for the President, who shall serve a two-year term, elected biannually except where the presidency has been vacated, in which case a new election shall be held along with the election for other officers."

- In current Constitution Article V. Section 3, delete sentence 1, and replace it with the following:

"If the office of the President is vacated, the First Vice-President shall assume the Presidency with a term ending at the close of the next Annual Business Meeting,"

- In current Bylaws Article IV. The Council. Section 2, retain all provisions as stated, but change the last word and its punctuation to "nomination;" then add the following:

"except that all candidates for election to President must have served on the National Council in an elected or appointive position for at least one year during the previous two Council years, must have been a KOTESOL member for the previous two years, and must be a current member of TESOL at the time of nomination and throughout the term as President."

For impact statements of each of these six proposed amendments, go to <http://www.kotesol.org/?q=node/438> on the KOTESOL web site.



The English Connection

wants to know about you!

Have you recently received a new degree, given a presentation abroad, received an award, published a book, or done something else professionally of special note?

If you, or someone you know, has done any of these things, please email us at disin@chosun.ac.kr

KOTESOL In Action

Edited by Jake Kimball

Special Interest Groups

Business English SIG

By Ian Kirkwood

It is with great pleasure (and a slight dash of anxiety) that we are launching the Business English (BE) Special Interest Group (SIG) within the KOTESOL family. Our new BE-SIG will be dedicated to knowledge, information, help, and support for everyone involved in this area of education. For many people, BE is a clear occupational choice, particularly where they have backgrounds in the corporate arena or have some prior business or academic experience. To others, BE is somewhat of a default position where they have been involved in teaching communication skills within Korean businesses. Whatever your background or involvement in the world of BE, or in fact whatever you visualize BE to represent, hopefully this SIG will be beneficial to you and your interests.

All SIGs need members and this one is no different. It is recognized that BE is a smallish part of the world of ESL/EFL but nonetheless is an important part of the world of ESP. As a special purpose language, BE is highly relevant for Korea and its ongoing economic development. Korea's growth and development over the years ahead will mostly come from the ability of Koreans doing business with non-Koreans, both internationally and domestically. Hence, the urgent and growing need Korean business people to be able to conduct all forms of business in English with accuracy, fluency, and effectiveness.

There are some aspects to BE which require genuine business knowledge or experience, but there are also aspects that are well suited to ESL teachers. The purpose of the KOTESOL BE-SIG is to address all areas of the world of Business English and to communicate knowledge to all interested parties. We hereby welcome everybody's interest, comments, and support in this new venture.

Christian Teachers SIG

By Heidi Vande Voort Nam

The Christian Teachers' on-line community (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG) has been a bit quiet over the summer months;

however, teachers have continued to exchange prayer requests and information about job openings at Christian schools. The discussion of Parker Palmer's book *To Know as We Are Known* has continued over the summer, focusing on the type of community that can be built in English classes.

The Christian Teachers SIG is planning several events for the International Conference in October. We will be holding two presentations in the designated SIG room: an introduction to the Christian Teachers SIG and a workshop addressing the topic of motivation from a Christian perspective. Resources about Christian approaches to language teaching will be available on the SIG information table outside the SIG room.

If you are interested in participating in the CT-SIG, please contact Heidi Vande Voort Nam at heidinam@gmail.com. Teachers who would like to meet other Christian teachers in Seoul should contact Grace Wang (ghwang97@gmail.com), and those who would like to meet Christian teachers in the Daejeon-Chungnam area should contact Virginia Hanslien (virginia18@gmail.com).

Global Issues SIG

By Bob Snell

We invite you to stop by the SIG Room during the KOTESOL Conference, October 27-28. The Global Issues SIG will be hosting a talk entitled "Second Life Meets Global Issues: Real Issues in a Virtual World." Second Life is a 3D virtual reality world on the web, useful for social networking and education. The potential for use in the language classroom is immense, as are opportunities to explore many diverse cultures. We will highlight a virtual exchange university program already in place and discuss how other educators can use this exciting technology.

We also have a newsletter titled *Chatterbox*. Our past two newsletters have been posted on our SIG web site, listed under "Resources."

Research SIG

By David D.I. Kim

KOTESOL's Research SIG aims to provide a forum where like-minded people can discuss issues related to English language education research in Korea, as well as promote and foster cooperative research projects among/between English language educators both in and outside Korea.

Presently, the R-SIG has an electronic posting board available for research related discussions; database of research-interest areas of members, and reference material resource library; an area where files can be uploaded/downloaded for viewing; and, R-SIG membership contact information. The R-SIG web site

is at: <http://groups.yahoo.com/group/KOTESOLRESEARCHSIG/>

The R-SIG will be conducting a workshop "Using the Statistical Program SPSS." The workshop will be limited to 10 people, so be sure to reserve a spot early. For more information, contact the R-SIG Facilitator, David D. I. Kim (contact information listed in the *Who's Where* in KOTESOL section).

The R-SIG is endeavoring to start up a mentoring program, where more experienced researchers would guide fellow researchers in conducting language research in Korea. If you are interested in being a mentor, please contact the R-SIG facilitator.

Spirituality in ESL SIG

By Greg Brooks-English

"The KOTESOL Spirituality Special Interest Group (KS-SIG) has decided to change its name, adding one more "S" to make it the KOTESOL Science and Spirituality Special Interest Group (KSS-SIG). The reasons for this are that there was a need for grounding spirituality in the sciences, or rather in the scientific method founded on observation, forming hypotheses, testing those educated guesses, and gradually forming a theory that others try to overcome with more evidence and testing.

The problem seems to be that in "science" there is little space for subjective experience, since it cannot be measured. Because of this, the realm of human experience often does not make it into science. However, this is beginning to change, and it is my belief and understanding that some of the most dynamic and innovative EFL/ESL curricula will emerge out of this awareness. The change in name also reflects a long sought legitimacy of spiritual experience within the sciences and the development of a conversation with science and how to bring a common understanding to the two fields of knowledge and understanding. It might also be noted that some of the most dynamic methods and approaches in TESOL today are touching on the spirit of students and teachers alike, such as Total Physical Response as a Mind-Body approach. In addition, the Communicative and Natural Approaches deal with life as it is, and encourage people to talk about what is happening for them in their lives as they are.

The Dalai Lama's recent book, *The Universe in a Single Atom: The Convergence of Science and Spirituality* reminded me immediately of my power-dream at 12 years old that taught me about the reality of the separation of spirit and science, and that the real action is not happening in the pulpit, but in the pews. Ask me more about this if you like at the International Conference October 27-28th at our SIG table). At the KSS-SIG, we recognize that many have been separated from their nature, that they are longing for an experience of wholeness, and that one aspect of motivation in education is the longing and realization

of wholeness. What might this look like in an EFL/ESL setting? Come join us to explore this and other wonderful questions.

Our next meeting will be the September 29th, the last Saturday of the month from 10-12 noon. Meet at 9:45 a.m. at Nambu Bus Terminal, Orange Line, Exit #3. We will be addressing our participation in the upcoming International Conference and our program for the year. All are welcome!

If you are interested in attending KSS-SIG meetings and getting on our mailing list, please contact Greg at ksssig@gmail.com, or call 010-3102-4343.

Young Learners & Teens SIG

By Jake Kimball

With the introduction of KOTESOL's new Forums on the KOTESOL web site, we will be making the transition from our current Yahoo Discussion Group to KOTESOL Forums. I would like to encourage all interested parties to enroll in the YLT Forum. I hope that this will be a smooth transition. In the meantime, we will continue to use both forums to disseminate information and network with friends and colleagues. We hope to have a vibrant on- and offline community by the time the International Conference rolls around.

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 the 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

Contact Todd Vercoe for information at koreakatz@hotmail.com

Daegu-Gyeongbuk Chapter

By Sherry Seymour

Our last workshop of the summer was a teaching activities swap shop led by Sarah Davila, followed by a nice curry dinner. During the hot summer months, many chapter members traveled overseas. A special congratulation goes out to Sarah (nee Peet) and Sherwin Jones who tied the knot back in the States in July. Both work at Dongguk University's Gyeongju campus. Regular chapter meetings will start again on Sept. 8th with a presentation by Kim Seokjo entitled "Reading for Communicative Competence."

Daejeon-Chungnam Chapter

Summer has been uneventful. We had an executive meeting at the end of August for planning September and November's meetings. The former will be held at Woosung Language Institute in Daejeon, and the latter will be held at Sun Moon University in Chungnam. Also, for November, a Thanksgiving dinner is being planned. It is two days later than the U.S. Thanksgiving, and six weeks and five days later than the Canadian day.

On September 29th, we had our annual mini-conference from 2:00 - 5:30. This year the theme was *Evaluating Students: Formal, Informal Assessments and Beyond*. We would like to thank our speakers, who helped to make the event a big success: Jason Renshaw, "Assessing Speaking for YL and Teenage Learners"; Tory Thorkelson, "Building and Evaluating a Successful Content-Based University Course"; Sara Davila, "Performance Assessment in the English Language Classroom: A Formative Approach"; Tim Thompson, "Making Class Fun is Job #1: The Importance of Being a Reflective, Reactive and Self-Assessing University Instructor"; Dean Stafford, "Online Writing Assessment and Feedback"; Joshua Davies, "CALL for All, The Teacher as Webmaster: Expanding and Assessing Classes by Integrating CALL"; and Miae Lee, "Portfolios in the Korean Middle School Classroom." Afterwards, we met for dinner at a local restaurant to share and network.

Gangwon Chapter

By Chris Grayson

Hoping all our loyal members and friends enjoyed their summer break. Gangwon Chapter will host its regular monthly meetings throughout the fall and up to our next regular break in February 2008. Our venue (Sokcho Office of Education) and dates (2nd Saturdays) remain unchanged.

We plan a variety of guest presenters as well as speakers from within our own talented membership. We are always open to fresh topic suggestions as well as offers to take the podium. We strive for a balance of practical and theoretical approaches to teaching.

Gangwon meetings are casual and a nice chance to meet up with an interesting assortment of fellow teachers from throughout the region. Free and open to all. Refreshments provided. Join us for dinner and socializing afterwards, too.

Gwangju-Jeonnam Chapter

By Yeon-seong Park

Gwangju-Jeonnam Chapter had its September workshop on the 8th. Marie Pascual presented on

"Developing Second and Foreign Language Reading Fluency and Its Effects on Comprehension: A Missing Link," and Tory Thorkelson gave a talk about "Content-Based Instruction." Both were received well by the audience and their workshops ignited lively discussion. We will have our November workshop on November 10th. Linda Fitzgibbons will give a presentation about "What Accelerated Learning Can Do for You." In December, there will be a potluck party at the chapter president's place

Jeju Chapter

By Calvin Rains

The Jeju Chapter's reactivation is moving forward rapidly, and it is going to be among the very best chapters in Korea or anywhere. The September meeting was wonderful, enjoyable, and quite productive. Professor Susan Pryor, from Tamna University, delivered a truly inspirational and highly motivating presentation. High levels of interest, energy, and enthusiasm were obvious throughout the entire meeting, but Susan's address was the capstone of the day! Professor Pryor emphasized that as a chapter of KOTESOL Jeju has the potential to be "Simply the Best!" and she began to steer us in that direction. Specifically, Susan presented a virtually endless list of ways in which our group can serve its members and our wonderful students. She was very accurate in encouraging us to focus on our students. Our students are our future as well as our current customers. Without our great students, there would be few reasons for us to be so gainfully employed. Several student members attended, and they participated fully in all of the activities. Susan very generously presented prizes throughout her presentation, maintaining high levels of interest and exemplifying how we, as teachers, should also fully engage our learners. Professor Pryor helped us establish several meaningful goals and specific ways in which we can reach those goals. We need to reach out into the community and serve it. So much can be accomplished if we all work together for the common good.

The program also included a very warm and informative welcome to all the new and returning English teachers and students by Jamie Carson. Her team has been assembling an extensive information packet that will help everyone adjust to island life. Life is great on Jeju Island, but it will be even better with accurate information that is so desperately needed by all residents! It is a clear example of how we have already begun to serve our community. Last, but certainly not least, we received a short report from the recent National Council meeting that was attended by Professor Yang, Jeju's very talented, personable, and capable representative.

A social event is planned as our October meeting. We want our members to get to know each other better before we elect our officers and become fully

reactivated. Our membership is growing, and we are growing professionally. The Jeju Chapter must thank the National Council for their strong support and encouragement in becoming a reactivated chapter. We are especially grateful for the assistance provided by 1st Vice-President Phil Owen and President Marilyn Plumlee. People are also still talking about the great sessions that Allison Bill and Phil Owen so kindly presented to us in June! The Jeju Chapter is very honored and proud to be a part of KOTESOL, Korea's finest professional organization!

North Jeolla Chapter

By Ingrid Zwaal

North Jeolla had been very quiet this summer after our final meeting in June. However, in September we met on the 8th at Jeonju University to hear our own membership coordinator Tim Dalby present on "Using Taboos to Bring Cultural Issues into the Classroom." On October 6th, we plan to hold our annual drama festival. If there are any more interested teams out there, for more details please contact Ingrid at 011-650-2957 or write to her at scottietoy@yahoo.com. We accept teams from elementary school to university. Use English more creatively!

Seoul Chapter

By Jennifer Young

The Seoul Chapter has had a busy year so far. Tamara Kowalska presented a great workshop on classroom reading activities in May. In June, Grace Wang's presentation on getting shy Korean students to talk was informative, as her presentations always are. July's workshop was another idea-sharing event, back by popular demand.

The Seoul Chapter executive has some new faces because of the election in March. As always, we have been hard at work organizing an interesting and useful lineup of workshops for the rest of the year. Although our departing executive members are missed, they have

capable and enthusiastic replacements.


We return from our summer vacation with a young learner's afternoon in September, featuring two presentations. Bruce Wakefield will present an interactive workshop on the theme "Teaching Routines in the Kindergarten, Elementary and Middle School Classroom," while Jennifer Young will focus on activities with "I've Got the Book, Now What?"

Suwon-Gyeonggi Chapter

By Chang Myounghwan

On Saturday, June 16, the Suwon-Gyeonggi Chapter held its 56th regular meeting at the University of Suwon. The presenter, Julie Choi, presented "Applying Communicative Approach Effectively in English Classroom," which fascinated all 30 participants. The meeting was a big success. On September 15, we had the 57th KOTESOL Suwon-Gyeonggi Chapter meeting. The presenter, William Joseph Peters, presented on "Creative ESL Writing."

On September 2, all officers had a meeting to prepare our meetings with the president, Professor Lee, and her twin boys. The Suwon-Gyeonggi Chapter executive has two new faces: Myungok Choi (Daelim College, Department of English) and Jeonguk Heo (Pocheon-il High School), who is a professional web manager, and who has uploaded presentation materials and video clips of our presentation. Anyone who visits our web site at <http://cafe.naver.com/ggkotesol.cafe> 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. Please, visit our web site and enjoy video clips, photos, and pictures. 

www.KOTESOL.org

Updated Conference Information

Speaker Schedules Plenary Speakers, Featured Speakers, Concurrent Sessions

Facilities Venue Floor Plans

Maps and Directions By Subway, Taxi, & On Foot

Food Options Off-Campus Restaurants

Nearby Accommodations Hotels, Motels, Inns

Who's Where in KOTESOL

Compiled by David E. Shaffer

The National Council

National Officers

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

Phil Owen, 1st Vice-President. Kunsan National University, Dept. of English Language and Literature, Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: philkotesol@yahoo.com

Jake Kimball, 2nd Vice-President. ILE Academy, 2F, 1275-4 Beommul 1-dong, Suseong-gu, Daegu 706-813. (W) 053-782-2330, (C) 010-7181-8068, Email: ilejake@yahoo.com

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

Donald Rikley, Secretary. Korea Advanced Institute of Science and Technology, School of Humanities and Social Science, 373-1 Guseong-dong, Yuseong-gu, Daejeon 305-701. (C) 010-5515-0928, Email: dondonrikley@hotmail.com

Louisa T.C. Kim, Immediate Past President (Constitution & Bylaws Amendment Committee Chair). Linton Global College, Hannam University, 133 Ojeong-dong, Daedeok-gu, Daejeon 306-791. (W) 042-629-8509, (C) 010-6302-3588, Email: louisakim_kotesol@yahoo.com

Committee Chairs

Tory S. Thorkelson, Nominations and Elections Committee Chair. Hanyang University, Seoul. (W) 02-2220-0747, (C) 010-7738-0778, Email: thorkor@hotmail.com

Gye Hyoung Yoo, Conference Committee Chair. Gyeonggi-do Institute for Foreign Language Education, Pyeongtaek. (W) 031-680-3625, (C) 010-4860-5863, (H) 031-251-5863, (WF) 031-680-3633, Email: egghead1@kebi.com

Allison Bill, International Affairs Committee Chair. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-3045, (C) 010-6332-5191, (H) 063-278-5393, Email: allison.bill1@gmail.com

Dr. Jeong-ryeol Kim, Domestic Relations Committee

Chair. Korea National University of Education, Dept. of Elementary Education, San 7, Darak-ri, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do 363-791. (W) 043-230-3537, (C) 011-446-3537, Email: jrkim@knue.ac.kr

Dr. Bill Snyder, Publications Committee Chair. Hanyang University, Hanyang-Oregon TESOL, 7th Floor, Graduate School Bldg., Haengdaeng-dong, Seongdong-gu, Seoul 133-791. (W) 02-2220-1671, (C) 010-7612-6655, Email: ktj.editor@gmail.com

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

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

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

James Kapper, Membership Committee Chair. Ansan College, Dept. of English, 752 Il-dong Sangnok-gu, Ansan, Gyeonggi-do 426-701. (W) 031-400-7021, (C) 017-435-1923, Email: englishdept@mac.com

Mallory Martin, Publicity Committee Chair. Happy Valley, Seoul. (C) 010-9862-0829, Email: malloryinkorea@yahoo.com

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

Chapters

Busan-Gyeongnam Chapter Officers

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

Jason Lee, 2nd Vice-President. Seojeon English Language Academy. 1226-1/301 Allak 2-dong, Dongrae-gu, Busan 607-830. (C) 010-5597-1057, Email: Fridayteacher@yahoo.com

Dr. Robert J. Dickey, Treasurer. Gyeongju University, School of Foreign Languages & Tourism, San 42-1 Hyohyeon-dong, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (WF) 054-748-2824, Email: rjdickey@content-english.org

Brad Serl, Secretary. Pusan International High School. 204-2101 Fine Apt., Eobong-dong, Gimhae, Gyeongsangnam-do 621-752. (C) 011-1769-1989, Email: bradsarl@fastmail.fm

Jerry Foley, Member-at-Large. EPIK, North District, Busan. 107 Taeyang Wonsville, 532-4 Gwaebeop-dong, Sasang-gu, Busan 617-807. (C) 010-6873-9985, (H) 051-323-9987, Email: foley_jerry@yahoo.ca

Roger Reiter, Member-at-Large. Inje University, Institute of Foreign Language Education, 607 Eobong-dong, Gimhae, Gyeongsangnam-do 621-749. (C) 010-4529-9985, Email: rgreiter@hotmail.com

Cheongju Chapter Officers

Walter Foreman, Vice-President. Korea National University of Education, Center for In-service Education, Cheongwon-gun, Chungcheongbuk-do. (W) 043-233-4516, (C) 010-6623-4142, Email: walter.foreman@gmail.com

Ju Hee (Judy) Jo, Secretary. Cheongju Yeongjae-won. (W) 043-268-7979, (C) 010-3949-2529, (H) 043-900-4776, Email: perfection_kr@yahoo.co.kr

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

Daegu-Gyeongbuk Chapter Officers

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

Tim Butler, Vice-President. Keimyung University, Daegu. (C) 016-9750-3807, Email: timothy@kmu.ac.kr

Dr. Heebon Park-Finch, Treasurer. Kyungpook National University, Dept. of English Language & Literature, Daegu. (C) 011-9960-1031, Email: heebonfinch@gmail.com

Sherry Seymour, Secretary. Gyeongju University, Foreign Language Institute, San 42-1 Hyohyeon-dong, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5327, (C) 010-2400-5056, Email: brutaea@hotmail.com

Deborah Tarbet, Membership Coordinator. Keimyung College, Daegu. (C) 010-7561-0887, Email: deborahtarbet@hotmail.com

Sara Davila, Webmaster. KNU Teachers College, Attached Middle School, Daegu. (C) 016-4614-1976, Email: saradevil@gmail.com

Jae-Young Jo, Member-at-Large. Jung-dong High School, Daegu. (C) 016-521-8006, Email: jjyoung7@hotmail.com

Daejeon-Chungnam Chapter Officers

Josef Kerwin, President. Woosong Language Institute, Room 307, 196-5 Jayang-dong, Dong-gu, Daejeon 300-831. (W) 042-624-0922, (C) 011-503-5693, Email: joker@lycos.com

Robert Capriles, Vice-President. Korea National University of Education, Dept. of English Education, San 7, Darak-ri, Gangnae-myeon, Cheongwon-gun, Chungcheongbuk-do 363-791 (W) 043-230-3552, (C) 010-7680-6468, 043-218-9295, Email: rcapriles@gmail.com

Tony Hyunchul Joo, Treasurer. Daejeon. (C) 011-421-9769 (H) 042-536-9787, Email: tonyhyunchul@gmail.com

Dr. Susan Schroeder, Secretary. Sunmoon University, 110 Galsan-ri, Tangjeong-Myeon, Asan, Chungcheongnam-do 336-708. (W) 041-530-2423, Email: hootyowl2@gmail.com

Aaron Jolly, Past President/Events Chair. Hanseo University, Institute for the Development of Talented and Gifted Education, 360 Daegok-ri, Haemi-myeon, Seosan, Chungcheongnam-do 356-706. (W) 041-668-1409, (C) 010-3115-6354, Email: jollyprofessor@gmail.com

B. T. Stoakley, Webmaster & Newsletter Editor.

Korea National University of Education, Dept. of English Education. Gangnae, Cheongwon, Chungcheongbuk-do, 363-791. (W) 043-230-3552, (C) 010-6564-5425, (H) 043-218-5425, Email: Stoakley@gmail.com

In-kyung Ryu, Membership Coordinator. Stoakley English Services, 614-1505 Urim Villa 2-cha, Ochang-eup, Cheongwon-gun, Chungcheongbuk-do, 363-783. (C) 010-6546-5425, (H) 043-218-5425, Email: Inky1977@gmail.com

Gangwon Chapter Officers

Chris Grayson, President. Seorak Girls Middle School, Sokcho, & Gangwondo EPIK. (C) 019-405-1393, Email: chrisgrayson_99@yahoo.com

Graham Specht, Vice-President, Membership & Events Coordinator. Gangwon English Learning Center, 123-19 Gapyeong-ri, Sonyang-myeon, Yangyang-gun, Gangwon-do 215-821. (W) 033-671-5281, (WF) 033-671-5286, Email: gspecht@gmail.com

Younnam Lee, Treasurer. Cheongbong Elementary School, Sokcho, Gangwon-do. Email: younnami@hotmail.com

Sara Ruth Avrams, Web Coordinator. Oh Sung Sik English Academy - Yeongwol, 3-507 Jugong Apt. 1-cha, Hasong-ri, Yeongwol-eup, Yeongwol-gun, Gangwon-do 230-712. (W) 033-373-9901, (WF) 033-373-9902 (call first), (C) 010-8681-9495, Email: sarazwork@msn.com

Gwangju-Jeonnang Chapter Officers

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

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

Adriane Moser, Treasurer. Chonnam National University, Dept. of English Language & Literature. P. O. Box 14, Gwangju 501-600. (H) 062-262-0912, (C) 010-8695-0911, Email: AdrMoser@aol.com

Adela Sukug Oh, Secretary. Adela English Institute, Gwangju. (W) 062-371-0868, (C) 011-9475-2533, (H) 061-392-3199, Email: adelaoh@daum.net

Sejung (Diane) Kim, Membership Coordinator. Samho Eastern English Academy, Gwangju. (C) 016-658-4203, (H) 062-973-9521, Email: diane_sejung_kim@hotmail.com

Annette Leitenberger, Co-membership Coordinator. Samgye Middle School (JLP Program), Jangseong-gun, Jeollanam-do. (W) 061-394-1703, (C) 010-3147-1714, (H) 062-573-1753, Email: annetteesl@hotmail.com

Joan Williams, Co-webmaster. Mokpo National University, Muan-gun, Jeollanam-do. (C) 019-594-8068, (H) 061-282-8695, Email: ttjwilliamsburch@hotmail.com

Jocelyn Wright, Co-webmaster. Mokpo National University, Muan-gun, Jeollanam-do. (W) 061-450-6192, (H) 061-274-1050, Email: josie_wright@yahoo.ca

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

Dr. Gyeonggu Shin, Advisor. Chonnam National

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

North Jeolla Chapter Officers

Ingrid Zwaal, President. Jeonju National University of Education, English Ed. Dept., Jeonju, Jeollabuk-do. (W) 063-281-7198, (C) 011-650-2957, (H) 063-284-2954, Email: scottietoy@yahoo.com

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

Yong Woo (Kimmie) Kim, Secretary. Jeonju University, International Education Center. (W) 063-220-2883, (C) 010-8453-5679, Email: kkimmie1029@gmail.com

Chinhi Lee, Treasurer. Kimje Girls Middle School. (W) 063-546-4832, (WF) 063-546-4835, (C) 018-616-6349, Email: chinhilee@hanmail.net

Tim Dalby, Membership Coordinator. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2670, (WF) 063-220-2604, (H) 063-227-2184, Email: tim_dalby@yahoo.co.uk

Leon Rose, Webmaster. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-3046, (C) 019-9646-1028, Email: leonrose96@hotmail.com

Allison Bill, Conference Chair. Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-3045, (C) 010-6332-5191, (H) 063-278-5393, Email: allison.bill1@gmail.com

Seoul Chapter Officers

Mary-Jane Scott, President. Soongsil University, Seoul. (C) 011-9539-0098, Email: mjinkorea@gmail.com

Jennifer Young, 1st Vice President. Elite Educational Institute - Bundang, Seongnam City, Gyeonggi-do. (W) 031-719-4081, (C) 010-2660-2071, Email: waegoogin@yahoo.com, jenniferteacher@gmail.com

Frank Kim, 2nd Vice-President. Eumam Middle School, Seoul. (C) 019-838-9774, Email: kihongkim20032@yahoo.com

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

Grace Wang, Secretary. Yonsei University, Seoul. (W) 02-2123-4842, (C) 010-9572-7798, Email: ghwang97@gmail.com

Bruce Wakefield, Workshop Coordinator. Kyonggi University, Suwon Campus, Suwon, Gyeonggi-do. (C) 019-808-5332, Email: bruce_wakefield@hotmail.com

David Ribott-Bracero, Membership Coordinator. Sookmyung Women's University, Seoul. Personal Email: dribott@gmail.com

Membership Desk Email: seoulchapter@gmail.com

Dionne Silver, ASK Editor. Sookmyung Women's University, Rm. 817 Queen Sunheon Bldg, 53-12 Chungpa-dong 2-ga, Yongsan-gu, Seoul. 140-742. (W) 02-710-9833, (C) 011-9204-6604, Email: askeditorksc@yahoo.com

Gwen Atkinson, Hospitality Chair. Soongsil University Language Center, Seoul. (C) 101-3158-4193, Email: gwenniea@yahoo.com

Dennis Murphy Odo, Webmaster. Kyunghee University,

Seoul. Email: dmurphyodo@yahoo.ca

Tamara Kowalska, Publicity Chair. Soongsil University Language Center, Seoul. Email: scpupfish@gmail.com

Soo Jung Ahn, Workshop Site Coordinator. Sookmyung Women's University, Seoul. (W) 02-710-7709, Email: sooj500@sookmyung.ac.kr, konax500@yahoo.com

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

Suwon-Gyeonggi Chapter Officers

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

Seungwook Park, Vice-President. Suwon Foreign Language High School, Suwon, Gyeonggi-do. (C) 010-3062-3865, Email: alexpsw@hanmail.net

Soon-a Kim, Treasurer. Kunja Elementary School, 1579 Geomo-dong, Siheung, Gyeonggi-do 429-881. (W) 031-487-6494, (C) 016-555-2117, Email: dreamksa21@hanmail.net

Chang Myounghwan, Secretary. Hokuk Education Institute, 232 Duun-ri, Buleun-myeon, Ganghwa-gun, Incheon 417-832. (W) 032-937-4936, (C) 011-9184-0498, (H) 031-665-2553, Email: ro28@chol.com

Myungok Choi, Outreach Coordinator. 526-7 Bisan-dong, Dongan-gu, Anyang-si, Gyeonggi-do 431-715. (C) 016-753-4193, Fax: 031-467-4950, Email: cm010000@hotmail.com

Shinhyung Lee, Membership Coordinator. Bibong High School, Hwaseong, Gyeonggi-do. (C) 018-272-5979, Email: hojuni98@ajou.ac.kr

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

Jeong Uk Heo, Web Manager. Pocheon-il High School, Pocheon, Gyeonggi-do. (C) 010-8769-4927, Email: jheo74@naver.com

KOTESOL Departments

Special Interest Groups (SIG)

Business English SIG

Ian Kirkwood, Facilitator. G7 English Ltd., Seoul. (C) 010-6873-1081, Email: iankirkwood777@hotmail.com

Christian Teachers SIG

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

Global Issues SIG

Dr. Robert Snell, Facilitator. Pusan University of Foreign Studies, ILEC, 55-1 Uam-dong, Nam-gu, Busan 608-738. (W) 051-640-3512, (C) 016-319-1365, (H) 051-

627-1734, Email: bsnell2@yahoo.com

Research SIG

David D. I. Kim, Facilitator. Kangnam University, Yongin, Gyeonggi-do. (C) 017-273-6305, Email: kdi@yonsei.ac.kr

Spirituality in ESL SIG

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

Young Learners & Teens SIG

Jake Kimball, Facilitator. ILE Academy, Daegu. (W) 053-782-2330, (C) 019-504-8366, Email: ilejake@yahoo.com

KOTESOL Teacher Training (KTT)

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

Organizational Partner Liaison Services

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

Membership Data Services

Dr. Robert J. Dickey, Database Manager. Gyeongju University, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (C) 016-834-0968, (H) 055-356-0968, Email: rjdickey@content-english.org
Data Services Email: kotesolmem@yahoo.com

The 15th Annual Korea TESOL International Conference

Not Pre-registered?

Make Online Onsite Registration Easy

Check Your New KOTESOL Account

- * Username OK?
- * Password OK?
- * Login OK?
- * Personal Details Updated?

Web Site Services

Joshua Davies, Webmaster. Sungkyunkwan University, Sungkyun Language Institute, 53 Myeongnyun-dong 3-ga, Jongno-gu, Seoul 110-745. (C) 010-5238-3373 Email: joshuawdavies@gmail.com

Korea TESOL Publications

Korea TESOL Journal

Dr. Bill Snyder, Editor-in-Chief. Hanyang University, Hanyang-Oregon TESOL, 7th Floor, Graduate School Bldg., Haengdaeng-dong, Seongdong-gu, Seoul 133-791. (W) 082-02-2220-1671, (C) 082-010-7612-6655, Email: ktj.editor@gmail.com

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

KOTESOL Proceedings 2006

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

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

The English Connection

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

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

E-News

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



Pre-conference Educational Visit

Paju English Village Tour

DATE: Friday, October 26, 2007

TIME: 1:00 - 7:00 pm

MEETING POINT: Across from Seoul Railway Station

COST: 22,500 won

World Calendar

Compiled by Jake Kimball

Conferences

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/>

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>

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>

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>

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.

May 3-4 '08 The 25th Conference of English Teaching and Learning in R.O.C. "Change from Within, Change in Between." National Chung Cheng University, Taiwan. (Web) <http://www.ccu.edu.tw/fllcccu/2008EIA/>. **Call for Papers and Workshops Deadline:** Dec 15 '07.

May 26-27, '08 The 17th International Conference of the Malaysian English Language Teaching Association (MELTA) on English Language and Multiple Literacies. The Gurney, Georgetown, Penang, Malaysia (May 30-31: Palace of the Golden Horses, MINES, Selangor; June 5-6: Le Meridian, Kota Kinabalu, Sabah). (Web) <http://www.melta.org.my/>. **Call for Presentations Deadline:** Jan 31 '08.

Jun 18-20 '08 University of Hong Kong International Conference 2008: "Language Issues in English-Medium Universities: A Global Concern." University of Hong Kong, Hong Kong SAR, China. (Email) Scarlet Poon: scarletws@hku.hk (Web) scarletws@hku.hk **Call for Papers Deadline:** Nov 31 '07.

Jun 26-28 '08 NATE @FEELTA 2008 "Building Connections With Languages and Cultures." Far Eastern National University, Vladivostok, Russia. (Email) feeltacon@dvgu.ru or ryanyama@hcc5.bai.ne.jp (Web) <http://feelta.wl.dvgu.ru/upcoming.htm>. **Call for Papers Deadline:** Jan 31 '08.

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

Constitution & Bylaws of Korea TESOL

Constitution

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

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

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

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

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

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

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

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

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

Bylaws

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

3. All Chapter Officers must be current KOTESOL members.

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

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

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

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



The 15th Annual Korea TESOL International Conference

Energizing ELT:

Challenging Ourselves,
Motivating Our Students

Oct. 27-28, 2007

Sookmyung Women's University
숙명여자대학교, Seoul, Korea

Invited Speakers

Jeremy Harmer
Jun Liu
Thomas Farrell
Neil Anderson
Mike Levy
Tim Murphey
Elka Todeva
Rob Waring
Bill Snyder
Howard Siegelman
Steven Gershon
Gary Rector



MACMILLAN



STUDY IN AUSTRALIA



BRITISH COUNCIL
주한영국문화원



한국학술진흥재단
KOREA RESEARCH FOUNDATION



Korea Teachers of English to Speakers of Other Languages
www.kotesol.org