Noticing: English and Korean Question Forms

By Gwen Atkinson

Awareness of question forms in English versus Korean may help English teachers to predict and plan compensatory classroom activities in areas that are likely to cause particular difficulties for Korean learners. In the overall construction of questions, English appears to use more elaborate syntactic structures and have more rules and exceptions, whereas Korean appears to have more straightforward ways of manifesting these forms. (Korean complexities are manifest in other areas, such as the significance of particles and marking for levels of politeness.) For Korean learners of English, this means executing a radical and complex departure from their L1 structural patterns. The more specifically language teachers can support this leap, the more learners will benefit in their development of the target language. For teachers of Korean learners,

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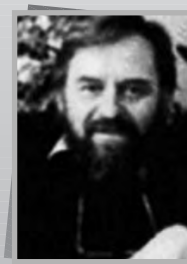
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The English Connection welcomes previously unpublished articles in the following categories:

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 600 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.

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I Guess We Should Both Walk

Nasreddin Hodja was a wise man who lived in Turkey in the 13th century. One very hot day, Hodja and his son were going to the market. The boy was riding on their donkey, and Hodja was walking along beside them. A man passed by and said, "Look at that! Young people today have no respect for their elders. That strong young man is riding and the older man is walking."

So Hodja told his son, "You'd better let me ride," and they changed places. Soon another man came by and said, "Look at that! That poor little boy has to walk in this hot sun while his lazy father rides!"

So Hodja told his son, "I guess we should both walk."

Then two more men came by and saw them both walking. One turned to the other and said, "Look at those two fools! They have a fine donkey and neither of them is riding it on this hot day."

Hodja turned to his son and said, "You see, it does no good to listen to what others say."

Adapted from *Nasreddin Hodja: Stories to Read and Retell* (2nd ed.), compiled by Raymond C. Clark, Illustrations by Robert MacLean, Pro Lingua Associates, Brattleboro, Vermont, 2004.

Philip Owen
Korea TESOL President

President's Message

This story of Hodja is an old wisdom story which is found in many cultures. I have had students who identified it as a Korean or Chinese story, but I'm partial to the Hodja version, so that's the one I used.

Hodja's situation here reminds me of teaching. I often get suggestions of what to do from supervisors, students, and other teachers. Some of the ideas are good ones. Some are not so good. Often the various suggestions conflict with each other. It can be very confusing!

The good news is that, as KOTESOL members, we have each other and the various workshops and publications to help us sort out and compare the differing opinions and options, and come up with good ideas to use in our classes. Hopefully, these resources are more helpful to us than Hodja's neighbors were to him. (Sometimes it does do good to listen to what others say.)

I notice another thing about poor old Hodja and his son in this story: Although they couldn't figure out how to keep all of their neighbors happy, they never forgot where they were going nor did they just stop and turn back. In the middle of all of the various criticisms and comments, they still went on their way.

In the same way, despite conflicting suggestions from various sources, I hope that if I keep thinking about and working for my students, I probably won't go too far wrong.

Have a great spring semester!

Conference Announcement and Call for Papers

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Our Learning Community

From the Editor's Desk

By Kara MacDonald, Editor-in-Chief
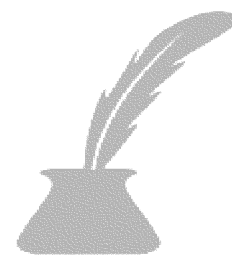
I am very pleased to have been offered the opportunity to take on the job of Editor-in-Chief of *The English Connection* (TEC). Longtime readers will not know much about me, as I am somewhat new to KOTESOL and the Korean ELT context. I am in my second year of working in a postgraduate teacher trainer program in Seoul. My interest in being involved in TEC rests on a desire to learn more, a lot more, about ELT in Korea, while getting a chance to come to know and work with a wide range of people and their range of interests. Broadening my community is the best way to support my professional development, while working on a publication that aims to offer practical information, classroom resources, and networking opportunities for others' professional development.

Look at What's Inside

- **Gwen Atkins** has contributed this issue's feature article. She examines question forms in English versus Korean to help teachers plan classroom activities to better assist Korean learners overcome difficulties.
- In *Presidential Memoirs*, **Carl Dusthimer** (KOTESOL's fifth President), provides an informative overview of how the idea of KOTESOL was conceived and how the organization has developed, and most importantly, who were the people fundamental to its growth.
- **Tory Thorkelson** reports back on his participation in the ThaiTESOL conference held in Khon Kaen, Thailand, in January. A highlight of discussion was the newly coined Content Learning and Integrated Language (CLIL) approach popular in Europe and Malaysia.
- **David Shaffer's** *Word Whys* column lends insight into the peculiarities between English spelling and pronunciation. His article offers clear and helpful explanations for those with little or no background in the history of the English language.
- *Spicing Up Word Lists*, by **Jake Kimball**, offers practical and effective suggestions for making vocabulary memorization more engaging in *Young Learners.*
- **Andrew Finch**, in *Materials Design*, reminds us that students learn by doing and constructing information for themselves. He describes how activities can be made into a language learning process through students' active discovery of the language.
- Ongoing individual learning is essential in any field, and TEC offers information and support to its readers across a broad range of ELT topics. As **Bill Snyder** describes in *Professional Development*, the best way to grow is to reach out and share with those in our field.
- *Training Notes*, by **Douglas Margolis**, discusses four principles for teaching extensive reading skills, and in doing so, presents ways to increase learner interest in English as an L2 by fostering opportunities for interesting and personally meaningful texts.
- **Roger Fusselman** describes how he brings creative lessons into the classroom in his *Techniques* article and how to effectively work them into syllabus objectives. He offers a new approach to viewing *ordinary things* to utilize them in innovative ways for teaching.
- *In KOTESOL in Action* you will see that there are two new groups reporting in, the *Business English SIG* (BE-SIG) and the *Extensive Reading SIG* (ER-SIG). The BE-SIG will begin holding regular monthly meetings in Seoul as of April. The ER-SIG will be recruiting officers this spring. Check the contact details for each of them.
- I would like to encourage you to look at the events and conferences listed in our events calendars.

I look forward to working with all of you as readers of TEC, and I want to thank the regular columnists and guest contributors to this issue for the warm welcome that I have received. I especially want to thank **Jake Kimball**, previous Editor-in-Chief, and **David Shaffer**, Associate Editor, for all the support they have provided to me to be able to work with the existing "TEC team" to provide you with this issue and many more to come. I look forward to coming to know more about the contributors, the readers, and ELT in Korea.

knowledge of the languages' similarities and differences can increase effectiveness, for example, by directing focus to the most salient features during awareness-raising (i.e., *noticing*).

Characteristics of English Interrogatives

Inversion. English makes a question by inverting the subject and an auxiliary verb (*helping verb*) such as *be* and *have*. For example, a basic English question form is the *yes/no*-question using the verb *be*:

> Statement Form → Question Form
> I am a student. → Am I a student?
> It is a dog. → Is it a dog?
> You are Rudolf. → Are you Rudolf?

Inversion takes place with sentences in which there is an auxiliary verb (a.k.a. the operator, or first auxiliary), and includes the verbs *be* and *have*, and modals such as *will*, *would*, and *might*. As in these examples, the operator is fronted to make the question form:

> I have been to NYC. → Have I been to NYC?
> You will carry this. → Will you carry this?
> They would be interested.
> → Would they be interested?

Dummy Operator. When a helping verb is absent and only a lexical verb is present, English adds a dummy operator - a form of the verb *do* - which takes the inflection (grammatical conjugation of the verb) for case and tense:

> I work. → Do I work?
> She studies a lot. → Does she study a lot?

Differences from English

Some relevant differences in question -forms- are the following: (a) Word order: English relies mainly upon Subject-Verb-Object syntactic structure, whereas Korean primarily uses Subject-Object-Verb. (b) In Korean, only the verb has a fixed position. The Korean verb occurs at the end of the sentence; the words preceding the verb are able to occur in varying (free) order. (c) Korean is a pro-drop language; that is, the subject and/or other lexemes which precede the verb can be dropped, resulting in a more flexible word order (to a native English speaker, the subject may even appear to be extraneous). (d) Subject-verb agreement is fundamental to English, but not to Korean. (e) Like English, Korean verbs carry inflections denoting time (past, present, future). (f) Korean verbs function differently from English verbs in two fundamental ways. Firstly, Korean verbs inflect for hierarchical relationships between speaker and those spoken to or spoken about. Verb conjugations denote casual, polite, and honorific relationships among speakers. Secondly, Korean verbs carry the interrogative. This occurs through two methods: rising intonation (change in voice pitch) and question-form inflections.

Korean Interrogatives

Rising Intonation. Raising the pitch at the end of the sentence, with no accompanying syntactical change, can signify a question. In the following example, the verb [*ga-da = to go*] does not change syntactically; the interrogative occurs through end-rise intonation alone:

> *Ga-se-yo.* [dropped-Subject + polite, *go.*]
> → *Ga-se-yo?* [dropped-S + polite, *go?*]

Inflection. Some verb forms signal the interrogative through verb inflection as well as rising intonation. This occurs with the honorific form of *ga-da*:

> *Gam-ni-da.* [dropped-S + honorific, *go.*]
> → *Gam-ni-kka*? [dropped-S + honorific, *go?*]

Korean/English Intonation

Intonation serves a primary function in Korean question formation. End-rising intonation, among other intonation patterns, also occurs in the English interrogative, but is secondary to word order. In addition, there are times when English does not follow the typical question format of S-V inversion/added dummy-operative, such as when declarative sentences are intoned as questions (*She told you that?*), where word order does not change and intonation alone signals the question (Thornbury, 1997). Because intonation is a primary indicator of the Korean interrogative, Korean learners of English often mistakenly infer that intonation is absent in English questions. However, intonation functions to signal the interrogative in both languages - but differs in degree and significance. This useful similarity often goes unnoticed.

> *Intonation serves a primary function in Korean question formation.*

Korean learners need help noticing that intonation does function in English questions, but not in a primary role as in Korean. Contextualized speaking and listening activities focusing on the sound of and function of intonation in English questions can help. To highlight intonation of the interrogative, pairs of students can have one- or two-word-only conversations (Murphey, 2007), such as:

> (A) Student? → (B) Yes. You? → (A) Me, too. →
> (B) Where? → (A) Soongsil University. → (B)
> Really? - Me, too! Girlfriend? → (A) No. You?...

English Operator- & Subject-Dropping (Ellipsis)

Another potentially useful contrast between Korean and English is the English conversational discourse style of dropping the [*operator + subject*] in casual

conversations and inquiries. For example (Azar, p. A12):

> dropping [*Do you*]: Do you need any help?
> →<u>Need</u> <u>help</u>?
> dropping [*Are you*]: Are you waiting for someone? →<u>Waiting</u> <u>for</u> <u>someone</u>?

Although the best time for teaching this is debatable, when it is introduced, L1-L2 comparison may be helpful so that Korean learners can effectively use L1 transfer to build target language skills.

Wh- Questions

In English, a *wh*-question word is added to the front of the interrogative sentence. As described above, the subject-operator inversion or the addition of a dummy operator, *do*, is employed. In Korean, *wh*-style question words (*nugu* [who], *museun/myeot* [what], *eodi* [where] *eonjae* [when], *wae* [why], and *eotteokae* [how]) are most commonly placed at the beginning of the question sentence, as in *Nugu-seyo?* (*Who is it?*, polite) or *Eodi-e gamnikka?* (*Where are you going?*, honorific). Again, as in *yes-no* questions, Korean does not change word order between declarative and interrogative forms, but instead signals the question through end-rising intonation and/or final-position verb inflection. As with other words which precede the verb, the question words may freely change position.

One way English learners can practice question forms regularly in class is to use short, fun, interactive dialog activities (Murphey, 2007). For *wh*-question practice, students can be given a speed dictation of a short question-and-answer dialog, such as:

> Q: Excuse me, what time <u>is</u> <u>it</u>?
> A: It is now the best time to be happy.

Later, for contrast and an extra challenge, introduce an imbedded/indirect question, where there subject-operator inversion does not occur:

> Q: Excuse me, <u>do</u> <u>you</u> <u>know</u> what time <u>it</u> <u>is</u>?
> A: It is now the best time to be happy.

This brief dialog can be used routinely as a warm-up to develop stronger English question-pattern speaking habits. It is quickly memorized for speaking practice; nevertheless, learners frequently make predictable errors, such as incorrect S-V word-order placement. This type of quick, easy and humorous repeated practice can help to build learner confidence and skill.

English/Korean Confirmation and Tag Questions

In the following Korean examples, the speaker expects the listener to share the same opinion about the degree of coldness and implies expectation of listener-confirmation via the affix and sentential ending *-jiyo*.

Positive Confirmation Questions
Korean: [*Chup-jiyo?*]
English: [*Cold?* (with expectant intonation)]; commonly translated [*Isn't it cold?*]

Negative Confirmation Questions
Korean: [<u>*An*</u>-*chup-jiyo*? (a negative marker is used)]
English: [*Is it <u>not</u> cold?* (with expectant intonation)] or [*Isn't it cold?*]

In English, a tag question is a *yes/no*-question added to the end of a statement. There does not appear to be a comparable structure in Korean, whereby a statement has a positive/negative mirror image in the tag. The English tag is primarily used to seek (a) agreement, in which case the intonation rises at the end: [*You like pizza, don't you?*] and [*You don't like pizza, do you?*] or (b) clarification, in which case the intonation falls at the end: [*It's cold today, isn't it?*] and [*It isn't cold today, is it?*]

This brings us to the most common L1-Korean English-learner error: giving a converse response to an English confirmation/tag question, which can be a baffling source of confusion for interlocutors. For example: To the English question *You ate pizza for dinner, didn't you?*, the Korean interlocutor who *ate* pizza may respond *No* = [*No, I did not not eat pizza.*] The Korean interlocutor who did not eat pizza may respond Yes = [Yes, I didn't eat pizza.] Some authors, such as Park and Nakano (2007) attribute confirmation/tag question miscommunications to Korea being an "other-oriented society" and English-speaking countries being "me-oriented societies." However, comparative analysis shows that typical miscommunication with English confirmation/tag questions more likely stems from fundamental, and arguably non-negotiable, differences in the languages' grammars.

So where is the salient feature in English and Korean confirmation/tag questions? It is commonly and correctly reported that in English confirmation/tag questions the focus is on the grammatical subject, and a *yes/no*-answer refers to the subject's relationship to the content of the predicate.

Comparatively speaking, how do these types of questions function in Korean grammar? The focus is on the verb in Korean. In Korean confirmation questions, "though negative in form, this pattern has no negative meaning and instead is used to seek confirmation *of the content of the predicate* [*verb phrase*]" (Ihm et al., 2007, p. 217). For example: *Bab-eul meok-ji <u>an</u>-assni?* = [*Haven't you eaten?*] or [*You haven't eaten, have you?*] meaning [I assume you *haven't eaten*; please confirm this assumption]. The Korean response attends to the verb. If the person hasn't eaten, the Korean response would be: Yes = Yes, [*mok-ji a*n] = Yes, [eat not] = Yes, haven't eaten. However, if the person has eaten, the Korean response would be: No =

No, [not *mok-ji an*] = No, [not "not eat"] = No, ate. On the other hand, the English response attends to the subject. Accordingly, if the person has eaten, the English response would be: Yes = Yes, I [that act] = Yes, ate. And if they hadn't eaten, the English response would be: No = No, I [not that act] = No, haven' t eaten.

The L1-Korean *no*-response could be considered as the equivalent of a double negative in English, "No, [not 'not eat']," while the *yes*-response, "Yes, [eat not]," would be considered to be violating the polarity agreement rules of English. The Korean negative particle becomes part-and-parcel with the verb; the

A lot of practice with English word order patterns seems to be called for.

listener is responding to the {(negative particle) + (verb)} as one category. In English grammar, the category that is responded to is the subject's relationship to the content of the predicate, {S --> [+/- *propositional content of the predicate*]}. The salient factor is that the scope of the propositional content of the question, which implicates the answer, differs in the two languages. In Korean, the scope is the whole proposition including negative markers; in English, the scope is the predicate (in questions without an object) or the propositional content of the predicate (in questions with an object), ignoring the negative marker. Note that in English the subject per se - whether the subject is *me*, *you* (singular/plural), *he, she, it, we,* or *they* - is not a guiding issue.

Not only are the categories which define and trigger the *yes*- and *no*-responses different in the two languages, English tag questions have *two* parts, each containing an active, mirror-image verb. The main clause carries the assumption for which one is seeking confirmation (the predicate/propositional content), and the tag functions to signal the expectation of confirmation. Because one part is positive and the other part is negative, the two parts can cause additional confusion for L1-Korean learners. When they make the L1-transfer error of attending to the verb, they can become confused about which verb to attend to - the positive verb or the negated verb. Learners can lessen this confusion by responding to English tag questions in full sentences.

An activity that should help Korean learners of English become aware of and practice confirmation/tag question forms employs short dialogs, such as the *You ate pizza* tag question dialog above. They are accompanied by four illustrated answer choices: two illustrating the activity *done* and *not done* (such as a picture of a mostly-eaten pizza and another of a whole pizza) and two illustrating the person *having done* or

not done the same activity (such as a picture of a person almost finished eating a pizza and another of a person eating some other food). Assuming learners have first become familiar with subject and verb/verb phrase identification, pairs of learners can work together to read the dialogs, circle the subject, and then answer the questions (complete the dialog) by choosing the correct pictorial answer. The correct picture, {subject (+/- predicate)}, can furthermore be matched with the circled subject of the sentence by drawing a line to link them. Learners can use the finished dialogs for speaking and fluency practice. Teachers can guide the learner's attention to the role of the subject, predicate/propositional content, and negative markers. Once learners understand the guiding grammar for English confirmation/tag questions, success with this activity is built-in, thereby promoting learner confidence and enjoyment of English.

Error Predictions
Teachers can predict where English word order will be challenging for learners. Possible learner errors include: failure to make the inversion, not using the dummy operator, incorrectly inflecting both the *do*-operator and the base verb for tense, incorrectly inflecting either or both the dummy and the base verb for subject-agreement, dropping the subject, using *be* or modal verbs simultaneously with the dummy operator, and failure to agree a tag-verb with its main verb. Because English syntax is so different from Korean, Korean learners will need extensive practice with word order in general, and then with question formation word-inversions and dummy-additions.

Teachers can predict where English word order will be challenging for learners.

Suggestions for Classroom Practice
Because word order is extremely important, a lot of practice with English word order patterns seems to be called for. Korean learners often do not get enough basic practice with English word-order activities. The following two activities should prove to be useful.

Scrambled-Sentence Activities. Small index cards can be used to make learner-friendly (and learner-made), communicative sentence un-scrambles that can be used first to practice basic sentences, and then expanded into practice with question forms. An important aspect would be to make word cards that are large enough for a small group (two to six learners) to easily read and manipulate. Subjects, as well as lexical, helping, and dummy verbs could be color-coded, as could full-stops (periods) and question marks. These English-sentence-pattern cards could be used for a wide variety of communicative activities, including information-gathering and peer-survey activities that

could incorporate English syntax for purposes of group communication. Important aspects of the scramble-cards and activities are (a) the ability to make and add word cards and use them repeatedly as a learner-constructed practice tool, (b) support by the teacher through "noticing" activities and built-in time for spontaneous peer error-correction, and (c) use in the classroom for short but frequent communicative practice. Korean students simply do not get enough spoken practice with the basic syntax patterns of English. Most of their practice is written work. Frequent, basic practice in a forum that uses manipulatives and group effort could help Korean learners to better "see" English syntax, which would help to increase their English skill, fluency, and confidence.

Timelines. Timelines, or lifelines, are meter-long strips of paper filled with dates, pictures, and note-form explanations of events, which can serve as a springboard for a variety of conversation activities. The timelines can also be learner-made. In this activity, the timeline can represent "first person" or "third person." The third person could be fictional, historical, or someone in the class other than the speaking partners. A "fictional third person" could have a timeline filled with events familiar or be interesting enough for learners to be able to have basic discussion about the timeline events (such as a fictional university student). A "historical third person" could represent a person from history and would be particularly appropriate for content-based courses. Or a timeline could represent a learners' own life, year, week, or day.

In pairs, learners ask one another questions and discuss details about the person represented by the timeline. Dialogs, conversations, and/or interviews focus on question forms and their appropriate answers, while also practicing subject agreement and past, present, and future tense verbs. The timeline activity can be used in many extended or short and repeated practices. They can be a way for students to get to know one another, or they can be fictional or historical. They are mobile, so students can carry a timeline from speaking partner to speaking partner. Teachers can easily use them to illustrate questions related to verb tenses. Timeline activities are an effective way for Korean learners to practice interrogatives and could easily be modified for specific practice of confirmation/tag questions.

Conclusion

Insight into the similarities and differences of English and Korean interrogative and forms can be very useful to teachers of L1-Korean learners. Comparative linguistics elucidates the reasons for many Korean-learner English errors; targets significant practice needs, and points to grammatical structure rather than undefined concepts of "culture" as a plausible source of L1-Korean English-learner miscommunications.

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What Do You Get Out of KOTESOL?

By Kara MacDonald

SIGs (special interest groups) and regional Chapters exist for the benefit of the individuals within KOTESOL, to look after their interests, and to provide them with information and resources to help them in the workplace and in their career. KOTESOL SIGs and Chapters:

- help members to stay up-to-date.
- work to advance professional skills through providing opportunities for professional development.
- promote networking opportunities among individuals in the profession or specialty.

In addition to benefits received from the association, employers often consider association membership a plus on an applicant's side, because it shows an active interest in one's profession. Also, membership to SIGs and the local chapter of a national association can provide individuals with a work-related venue in which to gain leadership skills that can also be seen as a plus from the employer's perspective.

How much are you getting out of KOTESOL? You may already be taking advantage of many of the organization's wide variety of professional support and development offerings. However, if you wish to receive more from KOTESOL, and you are not already a member of a SIG, consider joining one, or consider becoming more active at the chapter level. SIGs and Chapters provide an excellent opportunity to strengthen your teaching awareness. In particular, SIGs offer the chance to meet people from a variety of regions that have an interest in a particular area of English language teaching. They offer the chance to share ideas and discuss interesting aspects in the field to expand the understanding of the ELT area and strengthen teaching skills. Chapters, on the other hand, present the ability for people in a particular location to focus on a variety of areas of ELT, but may also address particular issues that are often most relevant for them as a region. As a KOTESOL member, you select one Chapter to be formally affiliated with, but you are free to attend the Chapter meetings/workshops of any or all of the Chapters at any time.

The chatting away of like minds often invigorates us and provides us with a fresh dose of enthusiasm. It is similar to the notion that laughter is very contagious. When we hear others express their interests and drive, it can often heighten our own. Also, having others to discuss issues or obstacles we face in the classroom can relieve much of the stress we experience when tackling them alone. Enthusiasm, like laughter, spreads quickly and fosters a refreshed and raring-to-go approach to stepping into the classroom. Lose you enthusiasm, the classroom can become gray.

Most people's schedules are booked up, or sometimes over-committed, and the idea of becoming involved in something else may seem like too much. However, participation in SIGs and Chapters offers a range of time commitment levels for the individual. Overbooked and on the

FYI

For Your Information

treadmill from home to the classroom and back again can drain the creativity out of us. It is always helpful to take some time off from the regular work schedule and learn about other people's experiences, projects, and suggestions. We all have a distinct way of doing things, and I am always intrigued by the different approaches people take to teach the same topic in the classroom. Sometimes the most obvious things are hard to see, unless we are given a new idea or viewpoint by connecting with others in our field.

There are many ELT areas to explore. I encourage you to contact a SIG or your local Chapter to strengthen your teaching and have an on-going dose of contagious chatter to refresh your enthusiasm for teaching and being in the classroom.

The Author

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Special Interest Groups

Business English SIG
Christian Teachers SIG
Global Issues SIG
Research SIG
Science and Spirituality SIG
Young Learners & Teens SIG

Problem Solving

It is not difficult to write materials which simply provide linguistic information. We observe a problem with the students' usage, make materials that address the problem (e.g., by providing "correct" language), and give it to them to absorb and learn. Surely, everyone must be happy after this. The teacher has identified and corrected a problem, and the students have improved their grasp of the target language. If we read Dewey, Montessori, and many other educators, however, we find that learning is doing; students do not learn by imbibing information, but by constructing it for themselves. They must be involved in the language learning process, and they must be active in their discovery of the language.

Fig. 1. Face and Hands Worksheet

One solution to this situation is to make "discovery activities." As we can see in "The Face and Hands" worksheet (Fig. 1), students have to discover the relevant vocabulary by matching the words with the boxes on the page. This could be made more interesting by not supplying the words, in which case students would write in the ones they already knew (more than you might expect), ask other students about the other words, look in dictionaries, browse the Internet, or even ask the teacher. They would all be learning what they need to learn, and the teacher would not be tempted to teach vocabulary that many students already know. Finally, students would *own* the language, having discovered it through exploration and collaboration.

Another approach is to give students language problems to solve. This does not mean problems about language, but problems which require use of the target language. An excellent example of this is Operation Matlog at http://www.vasa.abo.fi/users/rpalmber/mathlog.htm. This has a series of language-related problems which students must solve in order to proceed from one page to the next. It is also very important to be able to comprehend and follow instructions on this web site. Students, individually and in groups, quickly become involved in solving the problems (manipulating words and ideas) and feel a great sense of achievement when they are able to access the next page.

Other types of problems set up communicative situations such as buying a train ticket or making a phone call to find out information (flight times, appointment times, etc.). In this case, communicative competence is evaluated by success in completing the task, and an error is something which impedes that success.

Finally, Figure 2 is an example of a problem that examines abilities to use arithmetic functions in

Materials Design

By Andrew Finch

English. Notice in particular that everything is directed at the students. There is no need for the teacher to explain the instructions, since the whole activity is a set of instructions. The input language is simple and consistent. Students follow the instructions and perform the operations. At the end of this activity, they are able to assess their success by whether B's original number has been found. If it has not, then they must try again, and discover where they have made an error. Is it linguistic or arithmetic? This is a pleasing activity for students in that it gives them instant feedback, and its structured format can lead them into further self-directed exploration of the language of logic and deduction.

Student A:
Ask your partner to think of a number
Ask your partner to multiply that number by 5,
Ask your partner to add 6.
Ask your partner to multiply the result by 4.
Ask your partner to add 9.
Ask your partner to multiply the result by 5.
Ask your partner for the result,
Without speaking to your partner, **subtract** 165 from the result and take off two zeros from the final number. This is student **B**'s original number! **Ask** Student B if this is correct.

Fig. 2. Problem-solving Activity

It is important to remember that students want to learn, but that they learn best by finding out for themselves in a meaningful context. Our job is to provide the structure for learning.

The Author

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

1997-1999: Tandem Terms and Dual Foci

By Carl Dusthimer, KOTESOL's Fifth President

My predecessors had the daunting tasks of forming Korea TESOL into a viable, functioning organization with the recognition as a valued educational entity by other academic and teaching associations. We should recognize the risks taken by former KOTESOL presidents Dr. Jeong-ryeol Kim, Dr. Oryang Kwon, and Dr. Joo-Kyung Park in taking the helm of a teachers' organization widely perceived to be a "foreigners" organization. Thanks to their efforts, KOTESOL was able to forge positive working relationships with many Korean organizations, which have proven mutually beneficial. And thanks to this foundation and the international network many of us in KOTESOL have developed and nurtured, I was able to have a dual focus during my two years as president (Oct. 1997 - Oct. 1999).

Being a part of KOTESOL afforded me a myriad of opportunities for personal and professional growth. And it had long been my view that most important within an organization is its people, and most important within the people is their attitude. Bearing this in mind, as president, I wanted to build upon what my predecessors had begun and take the next logical steps. Specifically, I wanted to continue the professional development effort that Joo-Kyung Park emphasized and simultaneously continue the effort Jeong-ryeol Kim championed in attracting more Korean teachers to complement the native English-speaking members. This first focus resulted in the creation and development of KOTESOL Teacher Training, which continues to pursue its original mission through its ten-plus trainers lead by Tory Thorkelson. The second focus was to continue building international relationships though our commitment to the Pan Asian Consortium (PAC), culminating in KOTESOL hosting PAC2, the Second Pan Asian Conference, at the Olympic Parktel on October 1-3, 1999.

The first focus resulted in the creation of KOTESOL Teacher Training (KTT).

The First Major Focus: KTT

The concept for KOTESOL Teacher Training (KTT) started before the 1997 leadership retreat. I had been brainstorming with some of the National Council members, including Sangdo Woo (1st VP), Jeanne Martinelli (2nd VP), Joo-Kyung Park (Past Pres.), and Jeong-ryeol Kim (PAC2 & Publications Chair), and with Gavin Farrell (first KTT Coordinator), on how to best reach out to the broad community of Korean English teachers. We decided to start a "roving workshop" project. It was a somewhat nebulous idea before the leadership retreat and needed to be more focused, but by the end of the retreat, it had taken a definite shape.

Presidential Memoirs

Series Editor: David E. Shaffer

The basic premise was to create a team of teacher trainers that would conduct workshops designed according to the needs of the participants. The early workshops included presentations on topics such as SLA, classroom management, action research, and lesson planning. The goals of KTT were, and still are, to reach out and provide training support to Korean teachers, to build bridges between KOTESOL and other teachers' organizations, and to attract Korean teachers to Korea TESOL. The early success of KTT was largely due to the organizational efforts of Gavin and Terri Jo Everest (Busan Chapter), and to the raw enthusiasm of the early trainers.

Coping With IMF

Before moving on to the second major focus of my presidency, I would like to mention a couple of important items that should not be overlooked. These items were directly or indirectly related to the Asian financial crisis (locally referred to as "IMF") that engulfed Asia from late 1997 through the middle of 1999. Before the full effect of the financial crisis was realized, I had pushed for the creation of a Korea TESOL head office. It was approved by the National Council, and with the help of Tony Joo (who did an amazing job as General Manager and as Organizational Partner Liaison) and Young-jip "Jeff" Kim, we established the office in Daejeon. The office served as a central location for information dissemination (including the printing and distribution of *The English Connection*), document storage, and a place for meetings other than the official National Council meetings. Unfortunately, the effects of IMF caused budgetary issues for Korea TESOL, and we closed the office in early 2000.

Aside from the financial effects IMF had on Korea TESOL, the crisis initiated an exodus of native-speaking English teachers from Korea. This affected

the overall membership of the organization, causing us to lose some key members of the National Council, including 2nd VP Jeanne Martinelli, who was a very dynamic KOTESOL enthusiast. Later in 1998, we also lost 1st VP Sangdo Woo, who was called away to the US. This vacancy resulted in me assuming the presidency for a second term. (Fortunately for KOTESOL, Dr. Woo returned in 2000 and served as president in 2002-2003). These losses caused some tremors within the organization, but everyone came together in a galvanized effort to carry on, though with fewer friends and colleagues and less funding.

On the positive side, KOTESOL had already embarked

The PAC concept became a multi-organizational project.

on a book-writing project. We began the project to provide the ELT community, new and old, with a brief history of ELT in Korea and to give teachers new to Korea a foundation for their tenure here. Entitled *The KOTESOL Handbook: Teaching English in Korea*, the book included chapters on professional development, a history of ELT in Korea, culture shock, classroom management, classroom culture, and teaching activities that have proven successful and timeless. The project was helmed by Gina Crocetti as Managing Editor and Rod Gillett, our resident coordinator. Gina and Rod did an excellent job of keeping everyone on task while showing that reserve of patience so characteristic of good project leaders. Through the historical chapter of the book, we were able to address an issue that Dr. Dwight Strawn brought up at a leadership retreat years earlier: "Everyone thinks that English teaching in Korea started when they stepped off the plane."

The Second Major Focus: PAC

Let us now look at the second major focus of my period as president. I believe Korea TESOL is a very strong national organization, made so by the selfless dedication of hundreds of hard-working educators. I also believe that Korea TESOL has been made stronger by and benefited immensely from our international relationships. KOTESOL embarked on one grand undertaking that exemplifies this kind of cooperation: the Pan-Asian Consortium (PAC). The PAC concept started with David McMurray in JALT and became a multi-organizational
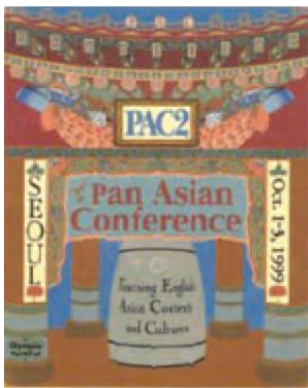
▲ The PAC2 Conference Poster

project with the signing of an agreement in 1995 between Korea TESOL, JALT, and Thai TESOL. The fundamental purpose of the Consortium is to advance English teaching and learning in Asia through a Pan-Asia series of Conferences (also PAC), publications, and research networks. Creating the theme and focus for the first PAC event was a collaborative effort, but I attribute its clarity to Marc Helgesen (long-time KOTESOL and JALT member based in Japan). To fulfill its mission, PAC encouraged and supported collaboration among educators from different countries. There was a major push for this in the first three PAC events (PAC1, Thailand; PAC2, Korea; and PAC3, Japan), with presentation slots reserved at each conference for PAC partners to highlight their collaborative research projects.

AYF at PAC2

The first PAC conference, held in Bangkok, was a glowing success, and even received the support of the princess of Thailand. Naturally, Korea TESOL wanted to continue and build upon the success of PAC1, so the KOTESOL PAC Conference Committee, in preparation for hosting PAC2, decided to add a parallel event. A group of people that included Kip Cates from Japan, Peggy Wollberg, Lynn Gregory, Demetra Gates, and myself from Korea, got together to search for the seamless complement to what PAC stands for: We opted to hold the first Asian Youth Forum (AYF). It was a major undertaking, especially during the IMF period, but we were able to bring together over 50 university students from eight countries around Asia.

▲ Carl Dusthimer (right) at PAC2 with Lady Brown, wife of the British Ambassador to Korea.

The ideas driving AYF are at the heart of what we are and what we do as teachers and why we come together at conferences and other international educational events like PAC. Think for a moment about a conference for teachers. One of the events scheduled for the AYF students was to give presentations and lead panel discussions about their language learning experiences - an ideal opportunity for teachers to learn from the students. It was a "conference within a conference," with students giving academic and cultural presentations, and having breakout sessions and roundtable discussions on current social and environmental issues. Indeed, it is an excellent example of what the PAC conferences are all about: collaboration, talking across borders to find solutions beneficial and applicable to all involved. AYF has been held at each subsequent PAC conference, with coordination by dedicated KOTESOL colleagues like Jack and Aekyung Large.

PAC2 was a great success. In addition to AYF, there were the 3km, 5km, and 10km Fun Run for Asian

Youth marathons. Outstanding plenary presentations at the three-day event were given by Penny Ur, Michael McCarthy, Claire Kramsch, Kathleen Bailey, and Kensaku Yoshida. Also participating were TESOL President David Nunan, Jack Richards, Marc Helgesen, Anne Burns, Gillian Wigglesworth, Horace Underwood, and David Paul. In all, there were 201 presentations scheduled and an estimated attendance of nearly 900. No previous KOTESOL conference had equaled these numbers. However, the 1998 Conference, chaired by Kirsten Reitan, came close. A total of 117 presentations complemented plenary sessions by Donald Freeman and Carol Numrich for the estimated 700 conference-goers.

It is ultimately the people involved that make an organization what it is.

Publications

Another important contribution to Korea TESOL that occurred during my watch was the creation of the *Korea TESOL Journal*. It was the natural next step from our increasingly academic newsletter, *Language Teaching: The Korea TESOL Journal*. We were lucky to have Thomas Farrell, who was actually teaching in Singapore at the time, take the reins and see the first edition through to publication. In addition to the *Korea TESOL Journal*, Tom also volunteered to take on the creation and development of the *PAC Journal*. This was the culmination of research resulting from the collaborative projects championed by the PAC conferences.

As mentioned above, it is ultimately the people involved that make an organization what it is. And it is in those people and in those relationships that the value is found. I appreciate the contributions in the early days of KOTESOL by the Daejeon-centered group of individuals: Margaret Eliot, Jack Large, Demetra Gates, Oryang Kwon, Nam-soon Kim, Patricia Hunt, Scott Berlin, and Greg Wilson. Theirs was a naive enthusiasm that gets lost in organizational growth. I would also like to thank Steve Garrigues for being a constant pillar of the Daegu-Gyeongnam Chapter, Jane Hoelker for her tireless effort in bringing people and organizations together, Everette Busbee for his amazing conference posters, Andrew Todd for bringing cohesion to the Seoul Chapter at a time when it was needed, Robert Dickey for knowing too much and the advice that springs from that knowledge, and David Shaffer for his behind-the-scenes dedication over most of the years that I have been involved with KOTESOL. Finally, I would like to recognize Patricia Hunt for being a tremendously talented educator, a wellspring of enthusiasm for KOTESOL, and an inspiration to all who know her.

The Author

Carl Dusthimer served as Director of the Gyeonggi English Village at Ansan and is now the Director of Education at the Paju English Village. He has a long history with KOTESOL, having served as Conference Chair or Co-chair five times. He served as Co-chair for the Pan-Asia Conference in 1999 and in other National Council capacities in addition to his terms as President. He was a founder (1988) and president (1991-92) of KATE, a forerunner to KOTESOL, during his years of teaching at Hannam University in Daejeon. His interests are in curriculum development, and global and peace issues, as well as Led Zeppelin, whose song title inspired a candidate for this article's title: "What Was and What Should Always Be" (i.e., a passion for teaching and professional growth among KOTESOL members). Email: cg_dust@yahoo.com

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	2006-07
Philip Owen	2007-

A Quote to Ponder

"One of the most invigorating things about teaching is that you never stop learning."

H. Douglas Brown (2001)

Teaching by Principles (p. 426)

Breaking Out of the Egg Carton

Professional Development

By Bill Synder

Teaching is often portrayed as an isolating profession, with the school as an "egg carton" in which each teacher works in their own classroom (Lortie, 1975). There is some truth to this. I worked for a couple of years in a program for recent immigrants in Chicago, and I remember noticing when people there moved on to other jobs how little I knew some of my colleagues despite working with them four nights a week. We saw each other every day before class as we finished our preparations. But then the bell would ring, and we would disappear into our compartments in the "carton", teach, and then wave good-bye as we left at the end of the night. I learned a lot about teaching from that experience, but not as much as I might have if my colleagues and I had interacted more.

Professional development should be about breaking down the walls that separate teachers from each other and creating opportunities to share. As Julian Edge has pointed out, "Self-development needs other people: colleagues and students. By cooperating with others, we can come to understand better our own experiences and opinions" (cited in Bailey, Curtis, & Nunan, 2001, p. 240). Professional development activities often fail when they are seen as intrusive or evaluative. Activities that bring teachers together voluntarily to collaborate may be a more effective way to start professional development.

Bailey et al. (2001) suggest that while some professional development activities, like peer observation, are collaborative by nature, any professional development activity can be made collaborative. In the rest of this column, I would like to look at one professional development activity that is ordinarily solitary, teaching journals, and show what I gained from making it collaborative.

A teaching journal is a diary of how one experiences what one is teaching. Like any diary, it can be a private document, used just as a basis for personal reflection or self-observation. This can be a valuable form of reflection, but there is the possibility that the project will be abandoned. One way to ensure that the journal is not abandoned is to share it with someone else on a regular basis.

My colleagues and I are teaching a course for professors at my university on how to teach their classes in English effectively. This past term, after the first week of the course, I suggested to my colleague that we each keep a journal of what happened in each of the sections we taught and use that as a basis for exploring the success of what we had designed and for talking about how we could continue to improve the course. We agreed to write the journals as soon as possible after each class and exchange them immediately, so that we could keep up with what each other was doing, compare notes on our classes, and help each other make plans for coming classes.

I have never successfully kept a diary, and I imagine that without the obligation to share with my colleague, I would not have maintained this one. Knowing that I had an obligation to someone else is what made me write each day after class. Knowing I would make a record of the class made me more attentive in class. When things happened, I took note of them more carefully, to remember them better later. The next time we met, my colleague would mention what had stood out to her, and we could talk about what we felt was going on and what its implication might be. These exchanges pushed both of us to search for more materials, to revise coming lessons, and work harder at being better teachers.

All over Korea, teachers teach the same or similar classes next to each other all the time. Sharing teaching journals on a regular basis can be a path to professional development because the process of writing them promotes attention in class and reflection after it. Sharing them provides a basis for discussing what we do and refining our understanding of it. I know that I will continue to use this method in the future, and hope that some of you will find it interesting enough to try out.

References

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The Author

Bill Snyder *teaches in the joint Hanyang-Oregon TESOL certificate program at Hanyang University. Dr. Snyder's research interests include learner and teacher motivation and non-native speaker teacher issues in TESOL. He is also the KOTESOL's Publications Committee Chair. Email: wsnyder7@gmail.com*

Implementing Extensive Reading

Reading is not easy to teach. You cannot see words transforming into meaning within students' brains. Reading, from the teacher's perspective, is a learner staring at a text. Whether comprehending or mis-comprehending, who knows?

Extensive reading is an approach to instruction that steers away from intensive dissection of, often-irrelevant, texts and argues that the best way to learn to read is by doing it. Bamford and Day (2003) identified the following 10 principles of extensive reading.

1. The reading material is easy - instead of *i+1*, *i minus 1*.
2. A variety of reading material on a wide range of topics is available.
3. Learners choose what they want to read.
4. Learners read as much as possible.
5. Reading speed is usually faster rather than slower.
6. The purpose of reading is pleasure, information, and general understanding. Rather than 100 percent comprehension, learners aim for sufficient understanding to achieve their reading purpose.
7. Reading is individual and silent. Learners read at their own pace.
8. Reading is its own reward.
9. The teacher orients and guides the students, explaining what extensive reading is and how to go about it.
10. The teacher is a role model of a reader.
    (See Bamford & Day, 2006, for an expanded version of these principles).

If you do a Google search for "extensive reading," many Internet resources will appear. Few authors, however, discuss how to implement an extensive reading approach in real classrooms. That is the purpose of this article: to explore the nitty-gritty, i.e., how to support extensive reading, prepare your classroom, organize reading time, and integrate extensive reading with assessment needs.

Supporting Extensive Reading

Some students might complain that they can read on their own at home and unenlightened colleagues might question devoting large segments of class time to silent reading. Nevertheless, SLA theory is on your side. Reading recycles vocabulary, reinforces grammar, and provides large quantities of authentic input. Students also develop confidence and, best of all, become better readers, learning by doing. Although extensive reading is not a panacea for all learning problems, it motivates learners and offers student-centered practice, all for only 15 to 30 minutes each class.

Students may also feel trepidation, and quickly lose heart, when faced with too many unknown words which they are expected to understand on their own, when the usual practice has been intensive dissecting of texts by the teacher. Consequently, teachers need to explain the different goals and expectations of extensive reading. In addition, students need to be taught how to pick appropriate materials. Texts with more than five unknown words per page can trigger frustration. Before reading, have students quickly scan and count the unknown words. If there are more than five, instruct students to exchange the text for an easier one.

> # Training Notes
> *Edited by Douglas Margolis*

Finally, reading rate is important. Research suggests that reading too slowly obstructs comprehension. Time devoted to reading rate therefore supports extensive reading. Students do not need to become "speed readers," but increasing reading rate helps. "Word Flash" could be the ticket. You write words and phrases onto large flash cards. Start with three-letter items, and work up to 50 or more letters. In class, make sure everyone can see, and then flash the cards at students, giving less than a second to see it. Start with three-letter cards, and move up to longer phrases. Have students write or shout what they see. The activity builds recognition ability to increase reading speed. It can also make for a fun two-minute activity.

More than five unknown words per page can trigger frustration.

"Reading Sprints" is a second reading-rate activity. Give students a text appropriate for their level that requires 3 to 4 minutes to read. Then start students reading as fast as they can for one minute. Afterwards, students start over from the top, but this time for only thirty seconds. Then do it once more, but for only 15 seconds. Through repetition, students experience faster paces than usual, developing word recognition skills, confidence, and trust in their reading speed. It may even inspire them to read the rest of the article. Five minutes of "Reading Sprints" daily invigorates any class.

The Extensive Reading Classroom

The activities above are fun activities that bolster an extensive reading approach, but the meat of the approach is silent reading for 15 to 30 minutes a day, or longer. The classroom atmosphere plays a role in determining the effectiveness of this class time. The ideal classroom looks like a library with lots of books, magazines, newspapers, class reports, manuals, maps, brochures, and the like. If the room has a computer, use that, too. The more diverse the reading material, the more likely you are to have something for everyone. Also, organize books and reading materials by proficiency level to help learners quickly find appropriate texts.

Unfortunately, many teachers do not have such a luxurious resource to work with. In that case,

An important principle of extensive reading is marking it fun.

transforming echoing cinderblock cells into a nurturing reading space might be the challenge. A cart or wagon that can be rolled into the classroom might provide the library shelf. You can cut down on the number of materials needed by conducting a reading survey to discover student interests and then bringing only relevant texts. Moving desks into squares or circles of four each might also improve the atmosphere, as would some posters and wall hangings. No matter how institutional the space may be, organize the students so that they feel comfortable focusing on their own reading material.

Reading Time

Remember that an important principle of extensive reading is making it fun. Students should choose their own texts and read for pleasure, not for grades. Avoid reading comprehension tasks. Rather than writing and filling out comprehension materials, the extensive reading time should be spent reading. The teacher should also read during this time to serve as a role model. Students should be free to get up and change their reading material. They might also need to ask a question, but try to avoid lengthy explanations. Also, keep voices low to avoid distracting readers. At minimum, give students 15 minutes for silent reading daily. Thirty minutes, if you can afford it, better develops student engagement with their texts.

Integrating ER with Assessment Needs

According to Bamford and Day's principles, reading should be its own reward, but students want proof that they are making progress and administrators need grades. One solution is to have students keep reading logs, tracking the author, title, and number of pages read. This information allows them to set personal

goals and highlight authors whom they might choose to read in the future. You could also ask them to summarize a reading occasionally, perhaps describing it to a fellow student. Discussing readings becomes natural and authentic information-gap activities. A short presentation on their favorite reading or author at the end of the semester could also serve for assessment.

Self-assessment also provides important information to both student and teacher. Ask students whether they enjoy reading more, if they feel more capable of choosing texts, and if they experience less frustration reading English.

These techniques should help you discover that giving students time to read and encouraging them to enjoy reading can lead to powerful gains in overall English ability and reading skill.

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The Author

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KOTESOL 2008 International Conference

First Planning Meeting

Bring your ideas and offers to help!

March 29th, 3:00 pm
Soongsil University,
3F Venture Building

(During the Seoul Chapter Conference)

Thinking Backwards

By Roger Fusselman

One of my grave weaknesses as a teacher is that I have trouble thinking in terms of something called "objectives." Simply put, this is the idea that one first chooses something measurable and concrete to teach; then one chooses how to teach it. We are taught to write promises to ourselves such as "The student will demonstrate correct use of the be copula nine times out of ten." Then, as the linear story goes, we develop a way of teaching it, followed by a task for the students to complete.

I can think in such a way, but I sometimes find it alien, probably to my discredit. On some occasions, I find myself thinking backwards, developing something to use in the classroom before having an objective in mind. For example, I thought it was an odd coincidence that there are fifty-two official TOEFL agree-disagree essay topics and that there are fifty-two cards in a Western deck. My brain jumps to a seemingly logical imperative: Make a deck of cards with these topics on them.

The large imperative is broken up into smaller imperatives. Group the fifty-two topics into thirteen topic categories, with aces covering the most abstract category (philosophy) and deuces as the most familiar (games and competition). Spades in each category represent the hardest topic, followed by hearts, clubs, and diamonds. Design the cards, find playing-card-sized lamination - one of the coolest things a teacher can buy - choose the proper black cardstock, design a pattern for the other side of the card, choose the right papers, cut, laminate, and go.

I have invested hours in a single material that I can presumably reuse and eventually justify the labor for. So how am I going to use these cards? I have absolutely no clue. I wait. Eventually, I have a reason: two students in a TOEFL class of four middle-school students are about to have their last appearance in this class, and one of them loves Western card games. Two new students who will continue to stay enrolled in the class are skittish about talking. All of these students can be weak on giving specific reasons for their opinions. I get an idea: Have the students practice these topics in spoken form.

The rules soon follow. Give them each seven cards and have them discard each, giving a spoken answer as they discard. They may discard two cards if they effectively rebut another students' comment. If a queen of diamonds is face up, students must discard either a queen or a diamond. If there is no such card, they must draw from the remaining cards in the deck. The student that discards all of his cards wins. As long as the card game does not promote gambling, it should be good for these middle-schoolers.

At its best, this activity has a communicative component, and students wind up thinking out loud about their answers. It gave my students a chance to decide what topics they are comfortable

Teachniques

with and a choice of the topic they wanted to answer. Students who still struggle with reasons learn quickly how much they still need to learn.

However, it would have been better to give them the agree-disagree topics list as homework before having them play the game in class. Going over the conversational language of agreeing and disagreeing (e.g., "Well, I don't see it that way") would have rounded this activity out and made the conversations more authentic. An hour to play the game would have worked better. Specialists in educational game design would most likely find fault in the rules or in the absence of fun to the game. Making the cards would have gone faster had I printed out the designs and the questions on A4 sticker paper rather than typical paper stock. Arguably, I could have avoided making the cards altogether by giving students the list of topics organized by and keyed to each of the fifty-two cards in a standard deck.

Thinking backwards in designing and implementing an activity does lend itself to some post-classroom regrets. It can be easy for the materials junkie to get carried away. Nevertheless, your burst of creativity may pay off in some context later on. Give in to it, even if it does not yet guarantee acquisition of the *be* copula nine times out of ten. The widget you make may become necessary in a surprisingly near future.

The Author

Roger Fusselman *calls attention to form from time to time at Lee Sang Hee Preparatory School in Pohang. Roger coordinates the Pohang subchapter of KOTESOL under the auspices of the Daegu-Gyeongbuk Chapter. Email: fusselman@hotmail.com*

Spicing Up Word Lists

Memorizing vocabulary lists is a rite of passage for most EFL learners. This is a common task even for young learners. In addition to the supplementary vocabulary books used in many curriculums, vocabulary lists find their way into other materials, ranging from song and chant books, coursebooks, to even graded readers. I certainly bear no grudge against memorizing vocabulary. Building a bigger and better vocabulary makes for a solid foundation. However, I do find discomfort in seeing so many learners, at such a young age, limited to traditional learning approaches and strategies.

Students learn in many different ways, and one way may not be suitable for all learners. Gardner's theory of multiple intelligences is increasingly a household word for trained teachers. Traditional methods used in the Korean context take for granted that all learners be "linguistic" smart, or good with words. However, what about students showing signs of being smart in other ways? Are they being left behind? How can you spice up vocabulary learning and accommodate learning styles? Here are some ideas that have worked for me.

Learning vocabulary is more than just word recognition.

To add variety, I add communication and cooperation. First, I teach students how to ask questions such as *What's number 10?* or *How do you spell X?* Then students work in pairs to quiz each other. I also allow them to look at their word list, if needed. Students must quickly scan for the right word. Once learners have been introduced to prepositions, it is also possible to ask which words are above or below other words (e.g., *Where's Y? It's under X.* or *It's before Z.*). For learners setting out on the path to literacy, these simple exercises help to develop useful, productive skills.

Learning vocabulary is more than word recognition. Sometimes we observe learners who read and recognize words but do not know meanings. One of my favorite activities is the Guessing Game. The teacher describes a word form the list, and students guess the word. In most classroom and training sessions I have observed, this game carries very little interactive value. When I use it, my students must always make sentences when they guess the answer (e.g., *I think the answer is X!*) The same is true for Charades, Pictionary-like games, and even Bingo (e.g., *Is there a P?*)

Sometimes I give lists of words to students and ask them to divide the words into syllables. The word *syllable* is easy to teach when we include examples on the board accompanied by a tap on the desk with our fingers or a pencil, snapping our fingers, or clapping to syllable beats. Students practice with me, tapping their desk, snapping their fingers, or clapping. Soon they can do it on their own.

Young Learners

By Jake Kimball

Crossword puzzle generators are easy to find online. Input the words you want for the puzzle and print. Sometimes I write fill-in-the-blank sentences for clues; sometimes I write L1 equivalents as the clues. For younger students, a picture will do. These can be from the materials being studied or printed from a web site such as Google Images.

Listen and Repeat is sometimes shunned for being boring, repetitive, and mechanical. In many cases, this is a whole-class exercise where the class responds in unison. Instead of steering clear of Listen and Repeat, this exercise can be used responsibly and effectively to develop fluency, reading speed, and pronunciation. To add spontaneity, I divide my class into groups - rows, columns, or individuals, depending on class size. I then randomly point to each group, who must say the word. It is fun for students, especially when I point quickly and move to the next group. Smaller groups make it easier to identify students who need more help with pronunciation.

To sum up, memorizing lists of vocabulary need not be dreary and mechanical. Secondly, not all students learn the same way. We can accommodate our students by planning activities that cater to a wider range of learning styles.

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 and KOTESOL 2nd Vice-President. His main professional interests are early literacy, program evaluation, and assessment. In his spare time, he is always trying to find innovative ways to put his MSc in Educational Management in TESOL to good use. Email: ilejake@yahoo.com

Trendy Grammar: Describing Graphs

Your business English students are no doubt very familiar with the vocabulary that goes along with describing economic trends. Even upper-beginners have been known to use terms like *skyrocket*, *plummet*, and *slight fluctuation*. The tricky part comes when it is time to make sentences. If you are seeing sentences like this: **In 1998, prices skyrocket, but now slight fluctuation, and in future plummet*, then it might be time to work on the grammar of trend description.

Prepositions

Sometimes preposition errors do not make much of a difference to the meaning of a sentence. **I'll see you on August* might not be right, but we get the gist. When describing trends, however, prepositions matter. **The population increased two million people* is not clear: Did it rise TO or BY two million? Before focusing on verbs, it is worthwhile for students to check out common graph prepositions: *from/to* + a number or time expression; *between/and* + time expression; *by* an amount, *in* a year. Try this info-gap practice activity: Students sit back-to-back and fill in blank graphs with the information their partners describe. To focus only on the prepositions, limit the vocabulary to "increase" and "decrease" and use just one verb tense. Also, try this online quiz which focuses entirely on graph prepositions: http://www.admc.hct.ac.ae/hd1/english/graphs/prepquiz3.htm
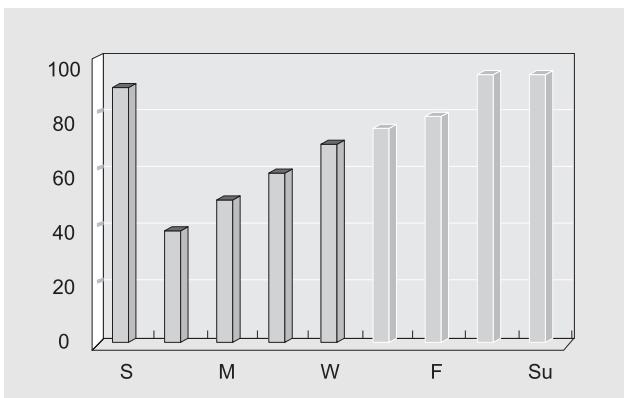

Figure 1: Sujin's Enjoyment Levels

Verbs: Fun Graphs

Bar graphs are a wonderful way to review verb tenses. You can focus on any tense you want by just altering the dates on the x-axis. If students are already familiar with all of the tenses, extend the graph's time period to include the past, present, and future. As a practice activity, try Fun Graphs: Students create graphs which detail the level of fun they have been having. Imagine, for example, that today is Tuesday, and Sujin is describing how much fun she has been having in the past week, e.g., "As you can see from this chart, last Saturday, my overall level of enjoyment *started off* well at 90%. However, the next day it *dropped* to about 40% because I got a cold. Since then, it *has been increasing* steadily, and because I'm almost over the cold, my level of enjoyment *is* now at about 70%. From Thursday to this weekend, my health *will probably improve*, and I'll *be having* more fun than I did last weekend" (Fig. 1).

Grammar Glammar

By Ksan Rubadeau

Again, if you want to focus only on particular tenses, keep the vocabulary constant (*increase/decrease*). Note that while it can be very useful to review verbs and prepositions by describing each point on the graph, do ensure that students are asked to give an overview of the graph to get practice in describing the overall trend. Also, be sure to draw the students' attention to the types of words they are learning - are they nouns or verbs? If they are nouns, what verbs would go with them? How would they fit with adverbs? A vocabulary journal can help with this. For neatly structured photocopiables from Oxford University Press, visit the web site http://fds.oup.com/www.oup.com/pdf/elt/catalogue/0-19-431517-7-b.pdf. For a selection of graphs and exercises, go to http://www.eslflow.com/describinggraphstables.html/

Learning vocabulary is more than just word recognition.

Remember: While business students and IELTS candidates surely need to work on the grammar of graphs, practicing trend description is beneficial for any learner. Consider incorporating some graphs into general classes, and see how trendy grammar can be become.

The Author

Ksan Rubadeau taught in in-service training programs for Gyeonggi-do 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

Beau - Bow - Bow - Bough

One of the things that makes English confusing and difficult to learn is that very often there is not a one-to-one correspondence between spelling and pronunciation. The four words in the title, for example, have more than four meanings, but only three spellings and only two pronunciations. This state of affairs readily lends itself to a number of questions about their spelling-pronunciation-meaning relationships for us to consider.

Why do words with the same spelling have different meanings?

Words that are spelled the same way but have different meanings are called homographs. An example of this is *bow - bow* as in the sentences *Did you make a deep bow to your parents?* and *Did you put a pretty bow on the present?* These two words, referring to a greeting and a decoration, respectively, had different spellings and pronunciations in Old English (*bugan - boga*) and in Middle English (*bowen - bowe*). However, in the transition to Modern English, both words lost all but their first three letters, while retaining the differing pronunciations of the first syllables of their respective earlier forms. A wide variety of spelling changes due to changes in pronunciation have produced many homographs.

A subset of homographs are those whose pronunciation differs only in syllable stress and whose parts of speech are different. Many of these are noun-verb pairs in which the noun carries stress on the first syllable and the verb has stress on the second syllable (e.g., *present - present*, *record - record*). Another subclass of homographs are those in which one member of a pair is a recent loanword, retaining its spelling from the originating language, e.g., *resume* (to begin again) - *resume* (personal history; from French). Some homographic humor can be found at http://www.teenlit.com/workshop/englishtricky.htm

Why do words with the same pronunciation have different spellings?

Words that have the same pronunciation but different spellings are homophones. Our title contains two pairs of homophones: *beau - bow* and *bough - bow* (the first pair rhyming with *low*; the second with *cow*). As we saw earlier, *bow* (the decoration) came to Modern English (MnE) from Old English (OE) through a series of changes in pronunciation and spelling. However, *beau* came to MnE directly from French with its French spelling and French-like pronunciation. *Bough* came to MnE from Middle English (ME) with its spelling unchanged, a spelling which was earlier influenced by OE and Old High German. Its homophone, *bow*, underwent both spelling and sound changes from ME before arriving at a pronunciation the same as that of *bough*. Changes in spellings from older forms of English and from other languages as well as changes in pronunciation over the centuries give rise to many homophones such as these.

Why do some words have the same spelling and pronunciation?

Words that are unrelated in meaning but have identical spelling and pronunciation are homonyms. Many homonyms were once homophones with only the same pronunciation. With time, the forces of standardization were strong enough for some of these homophones to adopt the same spelling. Take the homonyms *bark* (of a tree) and *bark* (of a dog). The first came into ME as *bark* from Old Norse (*bark-*). The second occurred in ME as *berken* (from OE *beorcan*). It lost its suffix and altered its vowel sound to that of *bark*, and later changed its spelling from *berk* to *bark*.

A quite turbulent period in the history of English, a period of rapid change in both pronunciation and subsequent spellings, occurred in 15th century England. It was the end of the ME era and the period of the Great Vowel Shift. Major changes in vowel sounds occurred without corresponding changes in spelling. Some spelling changes did follow, but this was a time before the standardization of English spelling (even Shakespeare had several spellings for his surname). The shifting early MnE vowel sounds often retained ME spellings, and often the new spellings that did occur differed for the same sounds in different words, giving us many of today's English homographs, homophones, and homonyms.

The Author

David Shaffer *has a surname that is spelled a dozen different ways and works at a school with two common spellings, Chosun (Joseon) University. In some of his English courses, he teaches the four skills (three of which are homophones - read, write, hear). His academic interests include the teaching of metaphor (which is polysemous) and other figurative expressions. For KOTESOL's publications, Dr. Shaffer is an editor (which is ambiguous). Email: disin@chosun.ac.kr*

Word Whys

By David E. Shaffer

Automaticity: The Key to Reading

By Kara MacDonald

Students, no matter what their level is, usually gasp at the length of reading texts assigned. A short paragraph can be just as daunting for beginners as a full page may be for more advanced learners. The majority of students approach the task of reading word by word, looking up every unknown or vaguely unfamiliar word. Students seem to assume that they must fully understand the meaning of every word. In part, they are correct. However, a fluid reading rate is required for a reader to maintain a flow of information to make connections and inferences to build comprehension (Grabe, 1991). Therefore, a part of the text's message is lost in students read too slowly. Students view reading through a product-oriented approach, believing meaning exists in the text itself, and it is text-based factors that determine the meaning they are supposed to receive from the reading assignment.

Reading requires an interaction between existing knowledge, thought, and language.

However, reading is an active process. Students form a preliminary expectation about the material and then choose the most useful prompts and signs necessary to interpret and confirm the text's description. Reading is also an explorative process in which readers make use of their knowledge of vocabulary, syntax, and the real world to interpret the text. Reading requires an interaction between existing knowledge, thought, and language. This understanding, matched with the ability to make predictions, determines the meaning readers will create as they read. Effective L2 reading depends on the development of a skilled interaction between the text and the reader's linguistic and world knowledge at a rate that permits connections to be made between the ideas and descriptions. So, reading is a meaning-making process involving an interaction between the reader and the text. Effective readers do not read word by word, but rather use their background knowledge, and various top-down and bottom-up strategies to maintain an adequate speed, while predicting and confirming to comprehend the text.

The minimum rate for adequate text comprehension is 180 words per minute (Anderson, 1999). All reading tasks are not the same and different reading processes have their own target goals (e.g., skimming, memorizing). However, the 180 wpm rate enables learners to maintain a continual flow of information to build a text base, making connections and predictions to build sufficient comprehension. So, if students are reading too slowly, what do they need in order to read more quickly and be more effective readers? What they need is automaticity. Students need to see a word and automatically process its role in the on-going sampling from the text, predicting what comes next, examining and confirming predictions. Increasing, students reading speed allows them to lend greater cognitive ability to comprehension of the text.

Members' Forum

One way to help learners build reading speed and comprehension is through working on building vocabulary and word recognition. A popular activity used to build speed is one where students are given sets of numbers as below (Figure 1) and are asked to match the number on the left with the one in the rows. The teacher times the activity, working towards increased speed. Then, the numbers can be replaced with letters. From there, word chunks can be substituted, asking students to circle an indicated key phrase in each line such as *buy lunch* (Figure 2).

8-	9	7	8	6	3
4-	3	4	5	7	9
11-	12	21	10	11	17

Figure 1

buy lunch	take a lunch	make a lunch	bring lunch
buy milk	buy lunch	buy lunches	bake lunch
bring lunch	take lunch	find lunch	buy lunch

Figure 2   (Anderson, 1999)

Building reading rate is not teaching students to speed-read. The objective is to assist students to read more fluently, effectively, and automatically. Automaticity and fluency are what make L1 readers effective readers. Students need to build these same skills to make them stronger L2 readers.

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Bill Snyder: A Teacher's Teacher

You may have first noticed his name in our 2007 International Conference program as the Korea-based featured speaker presenting on learner and teacher motivation. Or you may have noticed his name listed in *The English Connection* since the end of 2006 as the Publications Committee Chair for KOTESOL and Editor-in-Chief of the *Korea TESOL Journal*. But certainly many of you recognize him as the author of the very popular Professional Development column within these pages of *The English Connection*, a project that Bill Snyder took on two years ago because the topic area is one he holds dear.

Bill returned to Korea in 2006 to take up a position in Hanyang University's joint TESOL program with the University of Oregon. He teaches in their certificate programs and is in high demand as a lecturer on teacher education at places like the Gyeonggi Office of Education and as a consultant on projects with agencies like the Korea Institute of Curriculum and Evaluation (KICE). His teaching duties and his KOTESOL duties keep Bill a very busy person.

▲ Bill in his office with his new tea cup.

When Bill first came to Korea in 1996, he had just completed his studies in linguistics and second language acquisition (SLA). He took a position in Korea University's new Institute of Foreign Languages, and during his two years there, he came to realize two things: (a) that the problems of EFL were more interesting than the problems of ESL and (b) that he liked the challenge of living and working in another culture and another language. During the years between his two periods in Korea, Bill taught in Turkey at Bilkent University in their joint MA TESOL program with the Fulbright Commission, and for one year in the MA TESOL program at the American University of Armenia. While physically away from KOTESOL,

however, he stayed actively associated as a member of the Editorial Board of the *Korea TESOL Journal.*

Unlike many of us in the field of ELT, Bill's association with it came early. After growing up in the century-old Snyder home in Brockport, New York, he went to Wesleyan University in Connecticut for a B.A. in two majors: Linguistics and Russian Language and Literature. There he received honors for his senior thesis on the local Sicilian dialect. From Wesleyan, it was straight to graduate school at Northwestern University in Illinois, majoring in linguistics and specializing in SLA. Bill didn't leave until he had under his belt a Ph.D. dissertation on lexical processing strategies in SLA. Well, actually he did leave for a bit. In the middle of his Northwestern years, he left to spend two years at Leningrad's (St. Petersburg's) Herzen Pedagogical University, where he did research, taught English, and advanced his Russian skills.

Membership Spotlight
By David E. Shaffer

Due to his unassuming character, very few people know that Bill is currently serving his second term on international TESOL's Professional Development Committee, where he is involved in working on TESOL's international symposiums and on EFL issues for TESOL's online professional development programs. He views professional development as something that should not be difficult. For Bill, teaching and learning should be fun, and learning about teaching can particularly be fun.

Bill's present research falls into two areas: teacher motivation and learner engagement. He approaches them within the framework of Self-Determination Theory and Flow Theory; both are theoretical models that place emphasis on autonomy, making them particularly relevant to education today. Within KOTESOL, Bill's current emphasis is on improving the quality of the Journal. For him, it is as enjoyable as his research and of value for the association - a way for KOTESOL to provide professional development support.

But what he would like most of all is to find a cozy studio in Seoul were he could relax and make pottery after a fun day in the classroom as a teacher's teacher.

All You Can Eat

I admit it: I want more. One brief column every issue of TEC does not even begin to tap into the vast number of Computer-Assisted Language Learning (CALL) resources and ideas being generated daily on the web. Below is a brief introduction to a handful of my favorite cutting - edge CALL sites - the places where I go when I want to learn more. These sites keep on top of the rapid pace of change and innovation by surveying the web for sources of content and new applications, and creating online communities centered around sharing cutting-edge CALL strategies. In doing so the following sites function as information hubs, continuously updated guides on where to go and what you'll find when you get there. These are my top three:

EFL Classroom 2.0
 • URL: http://eflclassroom.ning.com/
Founded by KOTESOL member David Deubelbeiss, EFL Classroom 2.0 takes first place for me by being a diverse community site that reviews and hosts a huge variety of CALL content, everything from videos to PowerPoint files, to interactive online games. Although started here in Korea, the site now boasts more than 900 members from all over the world, many of whom are extremely active in discussing and suggesting new CALL resources and ways to use existing technology in the classroom. Anytime I have CALL-related questions, this is the first place I turn.

Larry Ferlazzo's Websites of the Day
 • URL: http://larryferlazzo.edublogs.org/
Larry's EFL/ESL blog is a veritable smorgasbord of links and ideas. It would be a tight race between David and Larry as to who posts more often, but I think Larry may edge him out by just a bit as he diligently blogs links to new web sites and applications of CALL, all the while providing actual examples created by his students (who must be kept incredibly busy) using the resources he reviews. What places EFL Classroom 2.0 slightly above Larry's is its integration of strong community features which allow many voices to contribute, rather than just (albeit an extremely strong and generous) one.

Web Wheres
By Joshua Davies

Classroom 2.0
 • URL: http://www.classroom20.com/
Coming in at number three because it is not specifically focused on only English teaching, Classroom 2.0 is a community site similar to EFL Classroom 2.0 (and indeed it was one of David's inspirations) with a focus on using technology to create collaborative classrooms. It has over 6000 members coming together to share ideas in blogs and very active discussion forums.

Visit any of these sites, take a good look around, and I'm certain, seasoned CALL veteran or not, you'll walk away with something new to use with your classes.

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

Member Management of Online KOTESOL Accounts

Since the Summer 2007 transition to our new database system, members are expected to update their personal account information.

Is your contact information up-to-date? → Log on and find out.
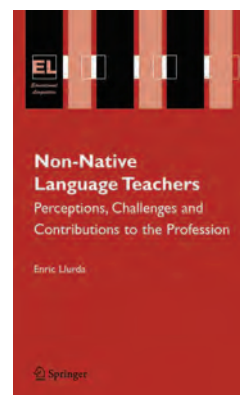Forget your username? → Email disin@chosun.ac.kr

Non-Native Language Teachers:

Perceptions, Challenges and Contributions to the Profession

Enric Llurda (Ed.).
New York: Springer, 2005.
Pages: xii + 314. (ISBN 0 387 32822 X)

Reviewed by Kara MacDonald

There has been a great deal of research on non-native English-speaking teachers (NNEST), their strengths in the classroom, their challenges as English language teaching (ELT) professionals, their views of themselves, the views held by their students, and the views held by native speakers (NS). *Non-Native Language Teachers: Perceptions, Challenges and Contributions to the Profession* offers further insight relating all these issues. As a teacher trainer in a TESOL program, this book was particularly of interest for me. I struggle to help student teachers overcome their feelings of insecurity as a non-native speaker (NNS) of the language and work to better understand their experiences. Yet it does not always come easily. In some sense, as a NS English teacher and with an interest in NNEST issues, I feel that Korean NNESTs all too often still compare themselves to the NS as the ideal model and place themselves in an inferior position. This volume is of great value for NS and NNS professionals as it offers each a better understanding of the issues at hand, highlighting the strengths and obstacles of NNESTs.

Llurda and the 17 other authors of this volume help both NS and NNS educators to reflect and grow, resulting in increased understanding of the issues and teacher confidence, and thereby more effective English teaching. Of special interest to me is the information that the book's authors offer on how to increase NNEST self-confidence and raise awareness about the wealth of knowledge they are able to teach students. Although the volume focuses specifically on the teaching of English, I feel that the contributors address issues relevant to not only teachers but also to researchers, teacher educators, and applied linguists.

The book has two principle goals. First, it aims to increase awareness about NNEST research, making it widely available, and second, it works to expand knowledge about research of English in foreign language (EFL) contexts, along with other works on the more commonly studied contexts of English as a Second Language (ESL). The book is structured into 15 chapters, consisting of an introductory chapter by Llurda and 14 chapters by a variety of authors that are organized into five sections. Each section presents NNESTs from a different perspective. The first section contains two chapters that review existing literature related to the book's theme. Section 2 contains four chapters that focus on NNESTs in the classroom. Of particular value is Cook's contribution, in which he argues that the field would be better served to refer to and judge language teachers as *users* of the language they teach, rather than from a deficit perspective, identifying NNESTs by what they are not. The third section contains three chapters that focus on teacher education for NNESTs. The first, written by Llurda, examines how practicum supervisors perceive NS and NNS candidates in their TESOL programs. Llurda indicates that high language proficiency does not alone guarantee successful language teaching, highlighting the importance of teacher education over simple NS proficiency with no teaching foundation.

Section 4 offers three chapters relating to students' perceptions of NNESTs. The chapter by Lasagabaster and Sierra examines what students believe to be the advantages and disadvantages of having a NS teacher. In doing so, the chapter draws to light the strengths that NNESTs are seen to have by students. The final section of the book features two chapters focusing on NNESTs' self-perceptions. The chapter by Inbar-Lourie examines NNESTs' self-perceptions and compares these to the ways others perceive NS and NNS teacher status. This chapter also explores the nature of self- and perceived identity. In the final chapter, Rajagopalan explores NNESTs' feelings of anxiety and inferiority, and describes an action research project designed to help NNESTs increase their self-esteem and self-confidence.

As stated, *Non-Native Language Teachers* is thought-provoking and works to further increase awareness of NNESTs. I believe that the extensive discussion that has been initiated in many countries regarding the strengths and value of NNESTs needs to be expanded. Non-Native Language Teachers can be an important and relevant resource to raise this awareness in Korea.

The Author

Kara MacDonald *teaches in the Hanyang-Oregon TESOL Program at Hanyang University in Seoul. Her masters and doctorate degrees are both in Applied Linguistics (TESOL) from the University of Sydney.*

Responding to a Changing World
The 16th Annual Korea TESOL International Conference

By Rob Dickey, Intern'l Conference Committee Chair

So many conferences! I mean this in two senses, first, that there are so many conferences available to teachers in Korea in any given year, and secondly, that KOTESOL has done so many annual international conferences. What makes a conference worth attending, what makes it memorable?

Some say it's the major speakers. Others seek the community of teachers, the socializing and sharing that happens in workshops and between sessions. Surveys done online and face-to-face over the past five months seem to indicate that there are as many "good points" for conferences as there are attendees!

This means that it once again comes back to the conference organizers to try to figure out what will make a conference successful. For the next international conference, we are fortunate to have some very experienced and creative managers who are principally interested in designing a conference that attendees will find worthwhile.

A conference theme is *supposed to be* a unifying thread, but all too often, it can be simply words on a banner. We have tried very hard to develop a theme for this year that will be meaningful - one that attendees will value and all speakers will address. Instead of having speakers talk about the same old things, we decided to force them to address the new realities of teaching. Students, expectations of performance, and even English itself have changed over the past 20 years, and it is time for a conference to reflect that fact. This year, part of the presentation selection process is an evaluation of whether proposed presentations address the theme!

KOTESOL 2008
International Conference

Responding to a Changing World
October 25-26, 2008

Sookmyung Women's University, Seoul

Korea TESOL's 16th annual international conference will continue to grow upon the strengths of previous KOTESOL conferences. We have more book displayers and larger displays than any other conference in Korea - three times bigger - and members say they like that. We have roughly twice as many concurrent sessions as other conferences, and the diversity and choices this offers has been highly rated, too. We will also be organizing the presentations under new skills-level targeting codes: (a) practical sessions for less experienced teachers, (b) practical sessions for more experienced teachers, and (c) research/theory sessions for all, as well as tracks under long-time topics such as teachers of young learners and teaching listening. We will also distinguish between "workshops" with hands-on experience and participant exchanges, and more formal "presentations."

Conference Column

The priority vetting deadline for conference presentations has closed, but the standard application remains open until May 2nd. Information on submitting a presentation proposal is available on the KOTESOL web site. We do hope you will consider sharing your hard-earned understandings of the classroom with your peers. Sub-themes include:

- Global Englishes
- Content-Based Instruction
- English for Specific Purposes
- Technology-Enhanced Instruction
- Genre Studies
- Facilitating Learning in the Classroom
- Internet English
- Intercultural Communication
- Global Issues for Language Learning
- Innovative Methodologies & Approaches
- 21st Century Learning Preferences/Styles
- Others related to the general theme

In the coming weeks and months, we will be announcing confirmed major speakers. But you can definitely mark as confirmed in your schedule the date, venue, and theme in the box.

We are looking for additions to the conference management team as well! In particular, we are seeking someone to head up the registrations team, but numerous opportunities, with time demands ranging from a few hours conference weekend to several hours per week for the next seven months are available. We have roles to fit most every interest, working style, and time choice. The convening meeting for the conference committee is tentatively set to take place during the Seoul Regional Conference March 29th.

Riding the Thai Tide of EFL

By Tory S. Thorkelson

The 2008 ThaiTESOL conference was held January 24-26, 2008, in Khon Kaen in the northeast of Thailand. There were three plenary speakers, eight featured speakers, and more than 200 sessions by teachers, publishers, and researchers from all over the world on the program. With a smorgasbord of offerings for everyone, the biggest problems most attendees had was deciding what to see and figuring out how to find the right rooms, but most of the people I talked to also felt it was well worth the effort.

While many of the speakers would be familiar to regular KOTESOL conference-goers - plenary speaker Jun Liu, TESOL past-president, and Asia-based authors Marc Helgesen and Curtis Kelly - there were others who were new to me: Lindsay Clandfield, a teacher trainer and author from Spain, John Clegg and John MacRae from the British Council, and others whose sessions I was unable to attend due to manning the KOTESOL display and attending the PAC meeting.

CLIL has a clear emphasis on bilingual materials and reading.

With the conference theme of "English Language Teaching: Progress in Practice and Policy," all of the sessions that I went to were well attended. Over 700 participants were there over the three days of the conference. Even my own presentation, at 8:30 am on the last day, had standing room only. ThaiTESOL put on a wonderful reception on Thursday night with local dancers from the nearby Khon Kaen University and a Tai Chi demonstration. For me, the professional highlights included meeting Richmond Stroupe, the JALT representative, and Timothy Gibbons, the ETA-ROC representative, at the PAC table and Friday's PAC meeting.

One issue of clear contention was the place of the newly coined Content Learning and Integrated Language (CLIL) approach to language learning and teaching. CLIL is popular in Europe and Malaysia and is explained by the British Council on their web site as "the umbrella term describing both learning another (content) subject such as physics or geography through the medium of a foreign language and learning a foreign language by studying a content-based subject. In ELT, forms of CLIL have previously been known as 'content-based instruction' (CBI), 'English across the curriculum.' and 'bilingual education.'" CLIL has a clear emphasis on bilingual materials (L1 and L2 together on the same page) and reading as the pillars of the learning process.

In fact, the British Council and Pearson Longman hosted a reception on Friday evening that involved an invited panel including Alan Mackenzie, John MacRae, and John Clegg of the British Council, Marc Helgesen of Pearson, and Suchada Nimmannit, past president of ThaiTESOL. While the panel opened with their individual

ThaiTESOL 2008

takes on CLIL and reports on current CLIL projects in Thailand and around the world, the highlight was the Q&A session during which many of the attendees attacked CLIL as "European model," "unrealistic," "unworkable in Asia," and "old ideas with a new name." While the true value of CLIL was questioned in depth, others took a wait-and-see attitude, enjoying the copious amounts of food and wine. As someone who believes strongly in the value of CBI, I felt that CLIL may well be a natural next step in the evolution of providing content in the L2 classroom, but that it needs some serious research and classroom testing before it is determined if it can be used effectively in the Asian context.

In conclusion, the ThaiTESOL hospitality for the PAC representatives was outstanding. As this was my first conference outside of Korea in a long time, I truly appreciated the value of maintaining and strengthening our relationships with the other PAC organizations and their representatives, and look forward to doing so again in the not-so-distant future.

The Author

Tory S. Thorkelson *(M Ed in TESL/TEFL) is a proud Canadian who has been an active KOTESOL member since 1998. He is an active conference presenter and organizer. He has been the President for Seoul Chapter and is an assistant professor at Hanyang University. He has co-authored journal research studies and a university-level textbook. Tory is married and has acted in drama productions with The Seoul Players, a group that he helped found. Email: thorkor@hotmail.com*

KOTESOL Kalendar

Conferences

Mar. 15, 2008 Gwangju-Jeonnam Chapter & 21st Century Association of English Language and Literature Joint Conference. Honam University, Gwangju. Email Dr. Joo-Kyung Park at: english58@hanmail.net, Web: http://www.kotesol.org/?q=node/494

Mar. 29, 2008 Seoul Chapter Annual Conference: "Share Your Expertise: Teachers Helping Teachers." Email Bruce Wakefield: bruce_wakefield@hotmail.com, Web: http://www.kotesol.org/?q=node/517

May 17, 2008 North Jeolla Chapter Regional Conference. Jeonju University, Jeonju, Jeollabuk-do. Email: northjeolla@yahoo.com

Oct. 25-26, 2008 The 16th Annual Korea TESOL International Conference: "Responding to a Changing World." Sookmyung Women's University, Seoul. Web: http://www.kotesol.org/?q=IC08.   **Call for**

Presentations (Secondary Deadline): May 2, 2008.

Calls for Papers

Ongoing. *Korea TESOL Journal*, Vol. 11. Email: wsnyder7@gmail.com

Mar. 15, 2008 KOTESOL Conference Proceedings 2007. Email: 07kotesolproceedings@gmail.com

Chapter Meeting/Workshops

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

□ For monthly meeting details, check individual chapters' event schedules at www.kotesol.org/chapters.shmtl

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

Corea Calendar

Conferences

Apr. 12, 2008 Asian EFL Journal International Conference: "Innovation and Tradition in ELT in the New Millennium." Pukyong University, Busan. Web: http://asian-efl-journal.com/conf_2008_schedule.php

Apr. 19, 2008 The 12th STEM Conference. Soongsil University, Seoul. Web: http://www.stemedia.co.kr/menu_4_1.htm

June 15-17, 2008 English Fair 2008. EXCO: Daegu Exhibition and Convention Center, Daegu. Web: http://www.englishfair.co.kr/

July 4-5, 2008 Korea Association of Teachers of English (KATE) 2008 International Conference: "Incorporating Global Issues in English Education:

Contents, Methods, and Materials. Pukyung National

University, Busan. Web: http://www.kate.or.kr

July 21-26, 2008 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

Aug. 13, 2008 KEES 2008: Korea English Education Society Conference: "Seeking New Directions for English Education." Korea National University of Education, Cheongwon, Chungcheongbuk-do. Email: kees2008@paran.com **Call for Papers: March 25, 2008**

Oct. 11, 2008 PKETA 2008 International Conference: "Teaching and Testing English for Global Communication." Pusan National University, Busan. Web: http://www.pketa.org/english/index2.html **Call for Presentations: March 31, 2008**

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

[Compiled by Kara MacDonald and David E. Shaffer.]

'Round & About KOTESOL

• *January*

Heidi Vande Voort Nam (Christian Teachers SIG Facilitator) got a gift of sunshine on a cloudy day. On January 19th, Miriam Nam was born on schedule at 3:13 a.m., weighing 3.2 kilograms and measuring 50 centimeters. By the mother's side was Miriam's father Taek-Hyeon, and sleeping soundly in his bed was Miriam's older brother Joseph. Miriam is said to smile a lot, and her parents, too.

Tory Thorkelson (1st Vice-President) was off to Khon Kaen, Thailand, for the January 24-26 ThaiTESOL 2008. Over 700 participants attended the three-day event, which featured over 250 presentations, one of which was Tory's on building a successful CBI course. The highlight for Tory and many of the participants was the debate on the place of Content Learning and Integrated Language (CLIL) in EFL. As KOTESOL's official representative, Tory attended the Pan-Asian Consortium (PAC) meeting, where the main topics of discussion were the PAC 7, 8, and 9 conferences, and PAC policies. (For more details, see the ThaiTESOL 2008 Conference Report, this issue.)

• *February*

Dr. Andrew Finch (Past-President; 2000-01) has been awarded a research sabbatical by Kyungpook National University (Mar. 2008 - Feb. 2009) and is now living and researching in England. As a visiting fellow at Bristol University, he will be investigating successful, and alternative, language-learning models and seeing how they might be adapted to the Korean situation. Andrew will also be seeing how the Europass and the CEFR (Common European Framework of Reference for Languages) work in practice. He joins his wife Dr. Heebon Park-Finch (Daegu-Gyeongnam Chapter), who is coincidentally at Bristol University doing a year of residential research for her second PhD.

Dr. Kara MacDonald (Seoul Chapter) has been named the new Editor-in-Chief of *The English Connection*. The organizational skills that she brings to the position are certain to ensure that TEC continues to be a top quality publication to meet the needs of our readership. Jake Kimball stepped down from the position after three and a half highly successful years as Editor-in-Chief due to the requirements of his other commitments.

Jake Kimball (2nd VP, YLT-SIG Facilitator) "opened" for Carolyn Graham on her 2008 Asia Tour when it stopped in Seoul on February 20. Jake presented on "Practical Advice for Managing and Teaching Children." The presentation drew on his training and experience in the field and showed some of the ways in which the lessons of the new Tops coursebooks are designed to aid in classroom management of young learners. Tops is a six-level young learners' coursebook series, with accompanying teacher guides, co-authored by Jake and Rebecca York Hanlon (Pearson Longman, 2008). It made its worldwide debut in Seoul as part of the 2008 Asia Tour.

Nancy Marcet (North Jeolla Chapter) has been appointed as principal of Giving Tree Academy in Jeonju, North Jeolla Province. As principal, she is in charge of 400 Grade 1-9 students and a dozen teachers. The language school specializes in team teaching consisting of two native-speaker teachers and one assisting Korean teacher.

• *March*

David D.I. Kim (Research SIG Facilitator) has been appointed Chair and Assistant Professor of the Department of Canadian Studies in the Division of International Studies at Kangnam University. The departmental chair appointment is for one year, beginning March 1, 2008.

Dr. Kyungsook Yeum (Planning Committee Chair) has just completed a three-part appearance on the Morning Special program (9:30-9:50 a.m.) on EBS-TV. She appeared on the Fridays of February 29 and March 7 and 14. In her first appearance, Dr. Yeum gave a general introduction to TESOL certificate programs and their benefits; in the second, she described how the courses can be helpful in language learning and professional development; and in the third, she emphasized joining the larger TESOL community, introducing KOTESOL in this context.

[Compiled by David E. Shaffer]

KOTESOL In Action

Edited by Jake Kimball

Special Interest Groups

Business English SIG

By Ian Kirkwood

The Business English SIG (BE-SIG) has been launched and emails have been sent out to everyone who registered at the last KOTESOL conference. At this stage, we will be sending out news reports on a regular basis and answering any questions posed of us. During April, we will start having monthly get-togethers at some convenient location in Seoul. As the facilitator, I have stayed in contact with both TESOL USA and BESIG Europe. I now have a lot of good information to share with fellow BE-SIGers. If you want to register with BE-SIG, either go through the KOTESOL web site or email me directly. Comments, questions, or concerns are always welcome. Contact me via irk777@gmail.com or iankirkwood777@hotmail.com. Quick replies are always guaranteed.

Christian Teachers SIG

By Heidi Vande Voort Nam

Over the winter months, members of the Christian Teachers SIG on-line community have been helping each other to recruit other Christians for English teaching jobs at Christian schools in Korea. Members of the group have also shared prayer requests and messages of encouragement. Several teachers discussed the tension between cooperative language learning and following a strict grading curve, stating that grading curves tend to encourage competition rather than cooperation. The book *Teaching Cross-Culturally: An Incarnational Model for Learning and Teaching* by Judith and Sherwood Ligenfelter was recommended for native English-speaking teachers who work in a cross-cultural context, as well as for Korean teachers who may experience a culture gap when teaching younger Korean students due to generational differences. For more information about the CT-SIG, see our web page at http://www.kotesol.org/?q=christianteachers, join our on-line community web site at http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG/, or contact the facilitator, Heidi Vande Voort Nam at heidinam@gmail.com.

Global Issues SIG

By Robert Snell

Since our big bash at the Global Issues/Daejeon-Chungnam Conference, the Global Issues SIG has been rather quiet. However, I would like to share something I am doing on a personal level to promote global issues in my local area. I recently subscribed to the magazine *Yes*, which is devoted to building a sustainable and just world. In the latest edition, they focused on how individuals are making changes in their local neighborhoods. One such activity is something called *conversation cafes*. These originated in Seattle, in the wake of 9/11. Americans were feeling worried, unsettled, and disturbed. They wanted to reach out to someone, but didn't know who to talk with. Someone hit upon the idea of starting a conversation group, based in a coffee shop. The object would be to discuss big issues, topics that were of importance both to the world and to the local area, but to do so in a safe, completely non-judgmental atmosphere. The idea started out small, but grew quickly. Soon conversation cafes were springing up throughout the city. Then they began to spread throughout the country. Now it is an international phenomenon, with locations in many countries.

One reason for the success of these discussion groups is that people feel they are connecting with others around them. Modern society has tended to isolate us, even though many of us live in close proximity. By providing a venue for people to meet, to share ideas, to open up, these conversation cafes are meeting a vital need. They are also discussing significant ideas, which may prove to be the starting points for significant change in society.

On February 18, we hosted the first meeting of the Busan Chapter of conversation cafes. Our group name is HEAT (Hungry Ears, Active Tongues). We arranged to meet at the Arpina Youth Hostel, in Haeundea. Amazingly, we had 17 people show up. Many of them were recent graduates from a teacher-training program in which I was teaching, but they did bring along several friends. Much of the motivation for coming is to maintain the friendships they began in the training program. They also appreciate the opportunity to practice their English skills. However, there does seem to be a genuine interest in also discussing important issues and exploring ways in which we can meet many of the challenges in today's society.

We have planned to meet every other Monday at the same location. Our next meeting will be on March 10 at 7 p.m. Anyone in the area is invited to join in and expand the circle of talk. If Busan is too far for you, why not start a conversation cafe in your area? If you

are interested in the details on what to do, and how to do it, take a look at their web site: http://www.conversationcafe.org/ (For everything you need to get started, look under Host Central/Hosting Resources). I would love to hear about other groups starting and what happens with your conversations. Share your ideas, questions, or comments on the Global Issues forum (www.kotesol.org).

Research SIG

By David D.I. Kim

One March 29, the R-SIG will be participating in the Seoul Chapter Conference at Soongsil University. As part of the KOTESOL Research Committee's "How-to" series of presentations and workshops, the R-SIG will be sponsoring a presentation by David D. I. Kim (R-SIG Facilitator) entitled "Collecting and Analyzing Research Data." Other presentations in the Research Committee's "Getting Started in Research" strand are "Finding Topics and Shaping Research Questions" by Bill Snyder and "Preparing a Research Report" by David E. Shaffer. This is another opportunity for R-SIG members to get "connected" to the KOTESOL research network. Hope to see you there!

If you haven't done so, subscribe to the Research SIG at the new KOTESOL web site: http://www.kotesol.org/?q=Research

Science and Spirituality SIG

By Greg Brooks-English

The KOTESOL Science & Spirituality SIG will be meeting at the end of this month, so if you are interested, please email us at ksssig@gmail.com to get on the mailing list or for more information on our next meeting's time and place. You can also call 010-3102-4343. We are working on a wonderful schedule for the upcoming several months, so stay tuned. I greatly appreciate your interest.

Young Learners & Teens SIG

By Jake Kimball

The Young Learners and Teens Special Interest Group welcomes several new members who have joined our group through the KOTESOL web site. It is now worth mentioning that the YLT-SIG Forum is a way to not only network and keep in touch with each other, but also discuss professional issues. Feel free to ask questions, give advice, comment on trends and issues affecting our profession, or simply introduce yourself to the group.

Deadlines for the 2008 conference are fast approaching, so make plans to submit your proposal. YL-related topics are always in demand. If you have any questions or comments, please ask the group on the forum or email me at: ilejake@yahoo.com.

Extensive Reading SIG

By Scott Miles

We are very happy to announce the formation of the Extensive Reading Special Interest Group (ER-SIG). Extensive reading is a great way to develop reading and overall language skills, and we would like to play a role in promoting it in Korea. Some of the purposes of ER-SIG are as follows: (a) Promote extensive reading as a viable approach to reading and general language development in Korea. (b) Share ideas on how to apply extensive reading in the language classroom in Korea. (c) Promote and disseminate research related to extensive reading practices.

This spring we hope to recruit a number of people to join as officers and members, and then hold our first meeting to define ER-SIG's structure, policies, and goals. We will also try to get some time to speak in local KOTESOL chapter meetings to drum up some interest. Finally, to get ER-SIG started off with a big bang, we plan to hold a mini-conference focused on extensive reading in the early fall. We hope to draw in some of the bigger names in the field of extensive reading.

We encourage anyone interested in joining ER-SIG or just getting more information to contact Scott Miles: swmiles@sogang.ac.kr or to contact Aaron Jolly: jollyprofessor@gmail.com

KOTESOL Chapters

Busan-Gyeongnam Chapter

Chapter meetings are now being held on the third Saturday on the month. Meetings are held at the ESS Language Institute in Nampo-dong. See the Chapter web site for directions, and contact President Jerry Foley for details: foley_jerry@yahoo.com

Cheongju Chapter

By Walter Foreman

The Cheongju Chapter has been hibernating recently. As spring comes, look for the sleeping bear to awake refreshed and hungry for new directions in 2008. It is still in the planning stages, but in coordination with National KOTESOL and KTT, the Chapter is planning a re-organizational meeting, which includes an afternoon of interesting workshops and presentations organized by KTT. This is being planned for a Saturday in April. More details will be available soon.

Daegu-Gyeongbuk Chapter

By Sherry Seymour

About 20 people attended our January workshop. Steve started by breaking up the participants into groups for

an icebreaker activity. Groups were given a list of funny grammatical errors published in newspapers and were asked to discuss the humor.

Sherry Seymour started her presentation with a short accent recognition test, which included English accents from London, Calgary, Johannesburg, and Auckland. Many teachers were able to identify the British accent, but only a handful of teachers were able to correctly identify the others. Next, we broke into groups to discuss the stereotypes of some accents as well as some problems we have had, or could foresee, in teaching various accents. All in all, it was stressed that, because of the new TOEIC format, students who want to take the test may be able to benefit from some practice listening to various accents. Lastly, Sherry summarized some of the results from a few surveys on the topic of accents that she had conducted on students, teachers, and publishers. After the meeting, about 14 people went out to enjoy *galbi* and *doen-jang* for our semi-annual windup.

Attendance was approximately 30 for our March 8th Chapter meeting and Tory Thorkelson's workshop "Bringing Drama into Your Classroom." Tory started with leading some basic script-reading activities. The activities presented included: an icebreaker name-memorizing activity and the human knot game (small group activity), pass-the-ring (small teams), the mirror game (pairs), the pass-the-imaginary-object game (whole group), small scene-setting mime games, and a pass-the-ball improvised story game. Tory also provided a handout of useful theater games, a reference list, and several Internet links.

Daejeon-Chungnam Chapter

Plans are for Chapter meeting venues this year to alternate between Daejeon, Cheonan, and Cheongju (KNUE). For Chapter meeting details and directions to the meeting venue, see the Chapter web site or contact President Robert Capriles for details: rcapriles @gmail.com

Gangwon Chapter

By Chris Grayson

Gangwon Chapter will kick off its new year with a presentation from its new president Seamus O'Ryan. He will speak about Social Network Analysis and how concepts from it can be used in the classroom.

Social Network Analysis is a methodology where you map human social relations within a group and use the presence and absence of connections between people in order to understand concepts such as power and position. While using the full methodology is far too time-consuming to practically use in a classroom, concepts from the methodology can be used to help a teacher both control the students and encourage learning. Seamus will provide an overview of the

methodology and concepts, a demonstration of building a network map, and then an explanation of how it can be used.

Gangwon Chapter looks forward to another season of stimulating monthly talks and workshops under new and dedicated leadership. It hopes to build on its steady member base with outreach to public school teachers, both native and Korean, as English becomes evermore important in the Korean scheme of things.

Casual, dynamic, and fun. Open to all. Check us out for self-improvement as a teacher as well as a nice opportunity to mingle with friendly, like-minded educators.

Gwangju-Jeonnam Chapter

By Yeon-seong Park

During the winter, President Park hosted a pot-luck party at the Chapter President's house on December 8, and all of the officers and some of the Chapter members got together and had an evening of camaraderie. We did not hold any workshops during the winter vacation. However, our joint spring regional conference with the 21st Century Association of English Language and Literature will be at Honam University on March 15, 2008. Dr. Rosa Jin-young Shim of Open Cyber University has been invited as a plenary speaker, and 15 presenters from the field of literature and TESOL will share their resources and research findings. Election for Chapter officers will be held at the general meeting at the end of the day.

Jeju Chapter

By Calvin Rains

On Saturday, February 16th, the Jeju Chapter and the Educational Science Institute of Cheju National University co-sponsored a major afternoon seminar on foreign language education in other countries. Dr. Changyong Yang, co-president of the Jeju Chapter and professor at Cheju National University, served as seminar director. Several talented educators discussed second language acquisition in Japan, China, South Korea, the US, Canada, New Zealand, and the U.K. This event also served as the February monthly meeting for the Jeju Chapter.

After a very stimulating keynote speech on Korean as a foreign language, Session 1 presented Foreign Language Instruction in China and Japan. Hyun Wonsong from Cheju National University served as the moderator, while the presenters represented Halla College. Session 2 presented Foreign Language Instruction in the United States (Peter Mazur), Britain (Darren Southcott), New Zealand (James Lister), and Canada (Juma Wood). Discussants included Yeongnam Kim (Namnyeong H. S.), Eunhee Kim (Jeil M. S.), and Hongcheol Kim (Jeju City Office of Ed.). Session 3, moderated by Kim Miran (Jeju Tourism H. S.),

included English as a Foreign Language in Korea by Seonghwan Hyun (Namju H. S.) and English History in Korea and Japan by Dr. Changyong Yang (Cheju Nat'l Univ.). Discussants were Jeongsook Mun (Jungmun M.S.), Sejeong Yang (Cheju Nat'l Univ.), and Migang Kim (Kyung Hee Univ.). Special thanks to Cheju National University for hosting this very informative seminar and for welcoming our participation.

The Jeju Chapter continues to focus on recruiting new members. If you have any suggestions to offer in this regard, we hope that you send them to JejuChapter @gmail.com. We welcome expertise from other chapters.

North Jeolla Chapter

By Paul Bolger

The North Jeolla Chapter executive has some new faces and new ideas. Our new staff members are Henri Johnson (President), Shawn DeLong (VP), Stuart Scott (Membership Coordinator), Leon Rose (Webmaster), and Paul Bolger (Secretary). We have also retained the advice and services of Ingrid Zwaal, Allison Bill, and Tim Dalby.

We are attempting to draw in new members with a sponsored round at Jeonju's Trivia Night, improve communications with local Korean English teachers and students, and to promote our chapter and workshops with business cards. Workshops are already planned for the spring session. March 22 will see Tim Dalby present "Vocabulary Teaching" and Shawn DeLong will give a short talk titled "Why You Should Be a KOTESOL Member." Each workshop will see the addition of these short supplementary presentations on topics such as; tax and pension advice, traveling by bus around Jeollabuk-do, survival Korean, ten great games, helpful advice for new teachers, and activities for very young learners. See our web site for future workshops.

North Jeolla's regional conference will be held at Jeonju University on the 17th of May. We are inviting applications for presentations. Please contact us at northjeolla@yahoo.com if you are interested in presenting at the regional conference or attending one of our workshops.

Seoul Chapter

By Jennifer Young

It looks to be another great year for the Seoul Chapter. In December, Stephanie White presented a fun and lively workshop on managing larger classes followed by the Chapter's annual holiday dinner, held this year at the Toque Diner. Both the workshop and dinner were well attended, with a few stragglers conversing until the restaurant closed. In January, we had an idea-sharing workshop, which is always an informative, useful event.

Our annual conference is scheduled for the afternoon of March 29 at Soongsil University. The theme will be *Teachers Helping Teachers: Share Your Expertise*. Well-known author and teacher trainer Mario Rinvolucri will deliver not only the plenary session, but also three of the concurrent sessions. The KOTESOL Research Committee will present three sessions with the theme "Getting Started with Research." Additionally, there will be presenters from the KOTESOL Teacher Trainer department (KTT). There will be a total of nine presentations in addition to the plenary. Finally, the executive election will be held at the conference.

Suwon-Gyeonggi Chapter

By Chang Myounghwan

On Saturday, April 19, the Suwon-Gyeonggi Chapter will have its 60th regular meeting at the University of Suwon. President Mijae Lee will hold a staff meeting on March 15th to prepare the 2008 programs. Shinhyung Lee transferred from Bibong High School to Cheoncheon High School in Suwon in 2008. Our professional Web Manager, Jeonguk Heo was transferred to Hyoja High School in Uijeongbu from Pocheon-il High School. The Chapter Secretary, Myounghwan Chang, is now teaching English listening skills at Dankook University. Visit http://cafe.naver.com/ggkotesol.cafe and take a look at our materials.

[Edited by Kara MacDonald]

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[Compiled by David E. Shaffer]

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World Calendar

Conferences

Apr. 2-5, 2008 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, 2008 The 42nd Annual International IATEFL Conference and Exhibition (Exeter 2008). University of Exeter, Exeter, Devon, UK. Web: http://www.iatefl.org/

Apr. 25-26, 2008 TEFL Fest 2008: The First Ever TEFL International Festival. Ban Phe, Thailand. Web: http://teflfest.com/

May 3-4, 2008 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/

May 16-21, 2008 The 5th International Conference on ELT in China & The 1st Congress of Chinese Applied Linguistics. Hosted by China English Language Education Association and Beijing Foreign Studies University. Beijing, China. Web: http://www.celea .org.cn/2007/edefault.asp

May 26-Jun 6, 2008 The Malaysian English Language Teaching Association (MELTA) 17th International Conference: "English Language and Multiple Literacies." Three locations: The Gurney, Georgetown, Penang (May 26-27), Palace of the Golden Horses, MINES, Selangor (May 30-31), LeMeridien, Kota Kinabalu, Sabah (June 5-6). Email: melta@tm.net.my Web: http://www.melta. org.my

June 18-20, 2008 International Conference 2008: "Language Issues in English-Medium Universities: A Global Concern." University of Hong Kong. Web: http://www.hku.hk/clear/conference08/

June 26-28, 2008 NATE@FEELTA 2008: "Building Connections With Languages and Cultures." Far Eastern National University, Vladivostok, Russia. Web: http://feelta.wl.dvgu.ru/upcoming.htm

June 26-29, 2008 The 9th International Conference of the Association for Language Awareness (ALA): "Engaging With Language." Web: http://www.hku.hk /clear/ala/index.html

July 4-6, 2008 Applied Linguistics Association of Australia. "Critical Dimensions in Applied Linguistics." University of Sydney, Sydney, Australia. Web: http://escholarship.library .usyd.edu.au /conferences/index.php/LingFest200/ALAA

July 9, 2008 TESOL Symposium on Keeping Language Diversity Alive. Alice Springs, Northern Territory, Australia. Web: http://www.tesol.org/ s_tesol/sec_document.asp?CID=250&DID=9902

July 10-12, 2008 Australian Council of TESOL Associations (ACTA): "Pedagogies of Connection." Alice Springs, Northern Territory, Australia. Email: events@apapdc.edu.au Web: http//:www.tesol.org .au /conference

Aug. 1-3, 2008 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

Aug. 6, 2008 WorldCALL 2008: 3rd International Conference: "CALL Bridges the World." Fukuoka International Congress Center, Fukuoka, Japan. Web: http://www.j-let.org/~wcf/modules/tinyd0/

Aug. 13-15, 2008 The 2nd HCLS Conference: "Translation, Language Contact, and Multilingual Communication." The Halliday Centre for Intelligent Applications of Language Studies, City University of Hong Kong, Hong Kong, China. Web: http://www. hallidaycentre.cityu.edu.hk/HCLS-C2-2008 Deadline for Abstracts/Proposals: March 31, 2008

Aug 24-29 2008 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/

Nov. 7-9, 2008 GLoCALL 2008: "Go Global, Go Local." Organized by APACALL & PacCALL. Jakarta, Indonesia (in Yogyakarta, Nov. 10-12). Web: http://www.glocall.org

Dec. 1-5, 2008 World Englishes 2008. The 14th Annual Conference of the International Association for World Englishes: "World Englishes and World's Languages: Convergence, Enrichment or Death?" Hong Kong, China. Web: http://worldenglishes08 .ctl.cityu.edu.hk

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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

[Compiled by Kara MacDonald and David E. Shaffer.]

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993; Amended October 1996, March 1998, October 2007)

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

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

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

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

V. Officers and Elections.
1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The 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.
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.
3. 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. Vacancies in other offices shall be dealt with as determined by the Council.
4. 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.

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, Oct. 2007)

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 the 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 the 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; 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.

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, except as otherwise specified in the Constitution, Article V.

4. 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.

5. 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 Nomination 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. 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).

5. 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.

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.