KOTESOL
대한영어교육학회

Teaching Culture: First Steps

By Lee Negin

The challenges facing English language teachers in Korea are daunting. We have to teach content, break through so-called "affective filters," deal with unrealistic expectations from parents, teachers, and administrators; with classroom management issues, and all of the assorted administrative tasks foisted on us. If that is not enough, recently we have been asked to teach "culture" along with English. This begs the questions: What is *culture*, and which aspects should we teach? Most teachers feel unprepared, by education and/or experience to teach culture, and there are several reasons why the integration of culture and language teaching is difficult. This article will attempt to address some of

What's Inside?

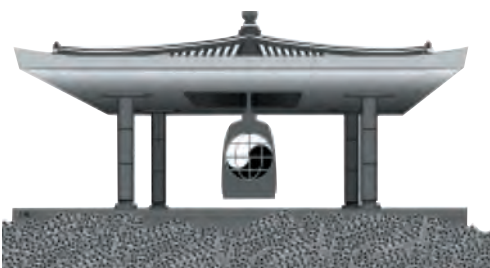*To promote scholarship, disseminate information, and facilitate cross-cultural understanding among persons concerned with the teaching and learning of English in Korea.*

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TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES, INC.

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Contents

THE ENGLISH CONNECTION

*A quarterly publication of
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Speakers of Other Languages*

A Sense of Home

Ⅰn my first message as President, I would like to welcome the newly elected national and local executive members. We have a nice balance of experienced and relatively new KOTESOLers, and I am honored to be working with all of them. KOTESOL is often accused of being too practical (as opposed to too academic), of being too foreign-focused (as opposed to truly melding Korean values with those of other cultures), or of simply trying to meet the needs of too many of those with a stake in English teaching in Korea. My feeling, however, is different.

On my bad days, I often refer to KOTESOL as the "black hole" or many-armed "Octopus" which steals away my weekends and free time, but on my good days (and there are many more of these), I am eternally grateful to KOTESOL's people for providing me with my sense of "home" in Korea. Whenever I am at a KOTESOL event, I always feel the strong sense of community that we have worked so hard to build.

President's Message

However, with our nine chapters all across the country, seven currently listed SIGs, and the regional and national conferences and events, although we are without question meeting the needs of our chapter members as professionals, are we meeting their social needs as well?

My connections to KOTESOL have benefitted me in many ways, including pulling me into projects like textbook writing and curriculum design, and providing a pretext for the formation of meaningful and deep friendships. Above and beyond all the professional and educational benefits are these friendships, and I sincerely hope that our leadership this year will help KOTESOL achieve a bit more of that sense of "friendship," "home," and "family" for our members - both new and old.

The annual Leadership Retreat, is set to deal with specific ideas, goals, and objectives for 2009 and beyond. However, I would like each of you to also think about how KOTESOL can better serve your needs and share those thoughts with your Chapter, SIG, or National leaders when the opportunity presents itself.

Tory S. Thorkelson, M.Ed.
Korea TESOL President

THE ENGLISH CONNECTION

Contributor Guidelines

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

Feature Articles: These should be 2,000-3,500 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.

The Korea TESOL Journal

Call for Papers

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

Inquiries and Manuscripts:
ktj.editor@gmail.com or kotesol@asia.com

Submissions are now being accepted for publication in
***Korea TESOL Journal,* Volume 12**

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

Reflective Practice

End-of-year celebrations are in full-swing as the December issue arrives in mailboxes, and at this time of year, new goals are being set for the coming year. In thinking about a message for the December issue, Tom Farrell's book, *Reflective Language Teaching*, arrived in my mailbox. The topic of *reflective practice* has been a popular theme at many KOTESOL events this year. I feel carrying this theme over into 2009 through personal "new year" commitments to begin, or further develop, reflective practice will strengthen us individually as ELT professionals and KOTESOL as a whole.

Look at What's Inside

- **Lee Negin** addresses teachers' frequent feeling of confusion when asked to teach culture, as there are many cultures associated with English-speaking countries. In *Teaching Culture*: *First Steps*, Lee offers a practical approach to bringing culture into the classroom that is applicable by both L1 and L2 English-speaking teachers.
- In the *President's Message*, KOTESOL's newly elected president, **Tory S. Thorkelson**, expresses his dedication and strong connection to KOTESOL and its members.
- **Elizabeth-Anne Kim** relays an expressive description of the activity and enthusiasm of attendees, presenters, and volunteers in the *International Conference Report*, with all the attendees and volunteers buzzing about the venue.
- **Tory S. Thorkelson** reports back from the ETA-ROC Conference in Taiwan, noting its value and distinct characteristics as a welcome complement to KOTESOL events.
- In *Presidential Memoirs*, **Robert Dickey**, (KOTESOL's 8th President) describes his effort to seek out individuals who would be able to establish a strong foundation for a cohesive group that would ensure the future success of our association.
- **Andrew Finch's** *Materials Design* column continues the discussion on inviting learners to be involved in finding meaning for themselves, making the learner an integral part of the teaching process
- **Douglas Margolis** takes a distinct approach in this issue's *Training Notes*. He recaps the birth and development of the column and brings us to reflect on our commitment to assessing how our theory intersects with our classroom practice.
- *Grammar Glammar* reminds us of the importance of drilling. **Ksan Rubadeau** assures us it is not "out of fashion" by describing the value of different forms of drilling and how they fit quite well into a communicative classroom.
- **David Shaffer** defines "Konglish" in *Word Whys*

and uncovers how many assumed uses of Konglish are legitimate uses of foreign word borrowing from one language to another.

- **Ralph Sabio** offers a follow-up article on online TESOL programs in *Member's Forum* suggesting ways in which programs can effectively be evaluated by prospective students.
- In *Young Learners*, **Jake Kimball** tackles the issue of placement tests and how we can better identify a learner's level to easily and effectively place them in an appropriate class.

From the Editor's Desk

By Kara MacDonald, Editor-in-Chief

- **Jue-Kyoung Pae** explores and identifies the benefits of collaborative writing, and offers a practical approach to using it in the classroom in *Teachniques*.
- In *Professional Development*, **Bill Snyder** reflects on the importance of learning how our students perceive their learning in order to better understand what students most benefit from and as a way to improve our teaching.
- In *FYI*, **Mimi Eun Doyle** explains the common confusion caused by negative polar questions and suggests ways to prevent miscommunication among learners.
- **Joshua Davies** expands his earlier discussion of Ning, a social networking platform, as a means of generating realistic communication among learners in *Web Wheres*.
- *Membership Spotlight* highlights the quiet, but industrious, nature of **Maria Pinto** and her role in KOTESOL.
- **Kara MacDonald** presents "Teaching English to Children in Asia" in the *Book Review*, focusing on the importance for teachers, as individuals and as a whole, to develop a teaching approach that suits the Asian context.

I wish you all a very enjoyable holiday season and encourage you to set personal and professional goals for yourself in the New Year.

these problems and give the working teacher a clearer understanding of what culture is and what should be taught.

The first problem teachers have is that they do not have the time to teach culture in addition to grammar, vocabulary, functions, etc. For many teachers in the public school system, particularly those teaching students in the second and third year of high school, this problem is all too real. With the university entrance examinations looming, teachers and students have little time to spare for anything "off task." Frankly, outside of what is offered in the textbooks, the "culture corners," there is little that can be done to introduce culture in this situation.

Most teachers feel unprepared to teach culture.

For other teachers, they believe that students will be exposed to or learn cultural materials later, after the rudiments (grammar and vocabulary) have been mastered to some degree. However, for most students, this *later* never comes. In addition, teaching language and culture in a serial fashion (i.e., not together) denies that the two are interconnected. To overcome time restraints, the teacher must integrate cultural lessons into the textbook units by supplementing the textbook with authentic materials. Of course, this is easier said than done.

The second problem is that teachers and students do not have a clear, consistent definition of *culture*. When most people talk about culture, they are referring to the so-called fine arts: classical music, graphic arts, literature, ballet, etc. This is what Hall (1976) called *"big C" culture*, or objective culture. *"small c" culture*, or subjective culture refers to the underlying attitudes, values, and beliefs that greatly influence how people in a culture perceive themselves, the world, and others. A well-worn visual representation of this is "culture as an iceberg," with about 30% of it being visible ("big C") and the remainder not ("small c"). It is the "small c" culture that teachers should focus on.

For our purposes, a workable definition of culture is: The "patterns" - beliefs, values, norms, and social practices - shared by a group of people, or as Hofstede (1997) called it, shared "mental programs." This metaphor is very useful and resonates with young Koreans enamored with high technology. I tell my students that their bodies and brains are the hardware, and culture is the operating system that is programmed by their parents, siblings, society (teachers, neighbors, extended family), mass media, etc. This programming process is called "enculturation." Another way to put it is: Culture is a filter, or a lens, through which we experience our world.

Furthermore, it is important to note that culture is a learned phenomenon, not genetically passed on from one generation to the next. In other words, we are not born with the genetic imprint of any culture. I point to Michelle Wie and Hines Ward as examples to my students who argue that culture is natural, that they were born "Korean." Babies do not have a genetic imprint for it. It is not DNA, but where you grow up ("nurture," as opposed to "nature").

The next problem is that teachers feel they do not know enough about culture to teach it, do not have adequate training, and are not sure what their proper role is in the class. Korean teachers often tell me they feel that they cannot teach culture because "I don't know anything about it. I haven't traveled. I haven't spent a lot of time in the USA." If you think that teaching students about " big C" culture is the goal (gestures, holidays, festivals, table manners) then the task seems impossible. There are countless cultures and sub-cultures in the world, and the teacher can hardly be expected to be an expert on them all.

Firstly, the teacher's role should not be as the "content expert," but as a fellow explorer. I tell my students that "we are going to explore cultures together." So, if a student asks, "Why do the Bagoo Bugoo tribesmen of the Sahara put sticks in their ears?" I answer, "That's a great question! I don't know. Does anyone in the class know?" If no one does, I ask the student to research it online and share it with the class at the next meeting. If that prospect doesn't excite the student ("know thy students"), then I tell her I will check it and tell them next class.

Secondly, it is not important that the teacher's knowledge is limited, because the teacher's proper role is not to teach facts (the " big C"), but to teach students a framework for understanding what they discover in their studies of and contact with their own culture and target cultures (this framework, called "cultural patterns," will be discussed later). In other words, it is more important to teach students to understand *why* the Bagoo Bugoo tribesmen put sticks in their ears (and the situational variables) than the actions or utterances themselves.

The teacher's proper role is not to teach facts, but to teach a framework for understanding

Teaching facts only is ineffective for three reasons: (a) Things and language are always changing, especially with "current" lifestyles - things are influenced by time, location, and social "strata." (b) Teaching facts only creates stereotypes (for example, "All Americans do this ..."), but within cultures, there are many sub-

cultures or cultural variations, particularly in multi-ethnic countries. (c) Teaching only facts does not prepare students for occasions when they encounter cultural situations they have not studied. Students should learn the context of the target culture to prepare them to understand new situations.

Students must be made to understand that their ways of feeling, behaving, reacting, and thinking are all derived from and influenced by their culture and that they interpret (and judge) the target cultures through the filter of their own culture. For this, ideally, the students should begin with an understanding of their own culture and then, with teacher guidance, explore a variety of target cultures (not just native English-speaking cultures) using authentic texts and materials.

Students must understand the values, beliefs, norms, and social practices of the target culture.

Finally, the goal of successful culture-language teaching is to help students master the five skills. The first four skills are the linguistic skills of reading, writing, speaking, and listening; the fifth skill is intercultural ("cross-cultural") communicative competence, which is the ability to communicate successfully with people from different cultures. We should teach for cross-cultural understanding and inculcate a broad sense of tolerance in our students. Without this fifth skill, despite a student's proficiency with the language, they will be no more than "fluent fools," using a term coined by Bennett (1997, 1998). He defined a fluent fool as "someone who speaks a foreign language well but doesn't understand the social or philosophical content of that language."

For competence in intercultural communication, students have to understand and appreciate cultural differences. To this end, knowledge of cultural patterns is helpful. Cultural patterns are the beliefs, values, norms, and social practices shared by a group of people. Following are definitions:

- **Beliefs**: Ideas people assume to be true about the world; what "reality" is; what are considered "givens"; how the universe operates.

- **Values**: What a culture regards as good/bad, right/wrong, fair/unfair, beautiful/ugly, valuable/worthless, and kind/cruel. Guiding principles.

- **Norms**: Socially shared expectations of appropriate behaviors. For example, greetings and "good manners."

- **Social Practices**: Predictable behavior patterns or outward manifestations of beliefs, values, and norms. From everyday (table manners, sleeping, etc.) to formal (ceremonies, saluting the flag, praying in church).

The work of Hofstede (1997) and Hall (1976) is extremely useful for understanding the relationship between cultural variables and styles of communication. While it is beyond the scope of this paper to delve deeply into their ideas, Hofstede's "dimensions of culture" (particularly the original four, as I find the fifth dimension, "long-term orientation," convoluted and misleading) and Hall's illuminating work on communication styles should be required reading for any teacher who wants to attempt integrating culture into their English language classes. In their work, a summary of the relationship between cultural patterns and social behaviors (including communication) can be found. Lastly, I strongly recommend that English teachers in Korea familiarize themselves with the basic tenets of Confucianism. The concepts of "face" and "social hierarchy," which have profoundly influenced Korean culture (including the language and style of communication), will help you to understand your students better and shed light on some of their difficulties with English, a language that has antithetical cultural underpinnings.

In conclusion, teaching culture in the English classroom has traditionally meant a few scattered lessons on gestures, holidays, table manners, tipping, etc. While those topics are arguably useful, they do not help the students to gain the cultural insight necessary for them to communicate successfully in another language or country. Students need to be able to gauge context (situational variables) and register (appropriate forms of speech), and to do that, they must understand the values, beliefs, norms, and social practices of the target culture.

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The Author

Lee Negin, MSc*, is an itinerant English teacher, currently living and working in Seoul. He has a special interest and professional background in training teachers in a variety of countries in how to approach teaching culture in the language classroom.*

Recharging the Batteries: 2001-2002

By Robert J. Dickey, KOTESOL's 8th President

Sometimes you need to slow down and catch your breath. To get organized, refocus, recharge. To figure out who you are, and where you are going.

In the fall of 2001, KOTESOL had been through a tumultuous whirlwind two years, with nearly one-third of all senior officers failing to complete a term of office. Remember, this was the time following the Asian Economic Crisis of 1997 (the so-called "IMF" period in Korea). Over 50% of all expatriate teachers left Korea, KOTESOL membership plunged from nearly 800 to a bit over 300, and revenues fell so severely that KOTESOL seemed in danger of bankruptcy. To the public, not much had changed, perhaps, but the future of the organization was in doubt.

I wasn't so much worried about the "now" as the "future."

The country was entranced with World Cup possibilities, and like the sporting venues, KOTESOL had a lot of groundwork to do. Prior to the Autumn 2001 national elections, I looked around for people who would help make KOTESOL work. I asked James Gongwer (may he rest in peace) to serve on the National Council because of his "calming" influence. We needed that; the past two years had seen too much conflict. Sangdo Woo, who became the next president, had experience with KOTESOL pre-IMF, and he too was a quiet yet influential voice. Paul Mead, 2nd Vice-President, had served with distinction as Busan Chapter president; here again, he was one who tended to listen more than speak.

Presidential Memoirs

Series Editor: David E. Shaffer

These were the qualities I thought KOTESOL especially needed at this difficult time.

There were of course others with experience and a variety of skills: Dave Shaffer had been Treasurer for only a few months, but had been "around" KOTESOL since its founding, and Kirsten Reitan, John Phillips, Trevor Gulliver, and Joseph Nicholas had all been serving in the trenches for quite some time. I was sure we had the people to move forward - it was the direction that was unclear!

My opening speech at the 2001 Annual Business Meeting outlined my vision, and it was simply "Leadership Development." KOTESOL had a few skilled hands, but IMF had stolen many other experienced leaders, and, more importantly, we seemed to have lost many of our "up-and-coming leaders." I was not so much worried about the *now* as the *future*. So in the Leadership Retreat KOTESOL schedules each December, we talked about "Who we (KOTESOL) are" and "Where we are going." A variety of membership development campaigns planned during the previous two years had fizzled, and no one was quite sure where to go next, since the teaching community was very different in 2002 compared to that of early 1998.

The progress of KOTESOL during this presidential term is hard to measure. There were changes, to be sure. Some were more of a struggle than others, though, in retrospect, we might wonder why. This is the proof of an association of true colleagues - discussion and ultimate consensus despite differences. It was a

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	2007-08
Tory Thorkelson	2008-

jelling process that we needed. For example, in 2002 KOTESOL adopted the contemporary Romanization scheme. (You wouldn't believe how contentious this was at that time!) A fiscal audit was presented to members for the first time in years. A new Chapter was born (Gangwon Chapter; largely through the efforts of Ryan Cassidy, who became the first Chapter president), new SIGs were founded (Global Issues SIG, Young Learners SIG, CALL SIG, Writing & Editing SIG) and others became more active (e.g., Teacher Development and Education SIG).

At the chapter level, things hadn't changed much from 1997. We now had eight chapters, with the addition of Gangwon. Most carried on regular chapter meetings with little fuss. Membership was down, so finances were somewhat tight, but quality programs continued, including regional conferences in Jeolla, Seoul, and Suwon Chapters, and drama festivals hosted by Jeolla and Daejeon Chapters.

The groundwork of prior presidents began to pay off.

KOTESOL began our association with Sookmyung Women's University for the International Conference. As one would expect, the 2002 conference was a hit. The difference this year was that the committee worked together smoothly and in harmony; we could sense that it was a team instead of a few individuals. Craig Bartlett and Dr. Yangdon Ju were Conference Committee Chair and Co-chair, and had a lot to do with forming a close-knit team. The theme was, quite appropriately, *Crossroads: Generational Change in ELT in Asia*, and it attracted well-known speakers, including Andy Curtis, Martin Bygate, Pauline Rea-Dickens, and David Carless.

The groundwork of prior presidents began to pay off, when KOTESOL became a recognized partner with other Korean ELT societies and governmental bodies. KOTESOL obtained a Korea Research Foundation grant, exchanged conference publicity with other societies (such as KATE), and I, as KOTESOL president, was offered high-visibility roles at other conferences. This was an honor directed at KOTESOL, not at me personally.

"Human Resource Development" was the ongoing theme of the 2001-2002 presidential term, and I am happy to note that a number of people who started their involvement in KOTESOL leadership during that era are still involved, still promoting the cause. Those who have moved on found others to take their place. These 2001-2002 KOTESOL managers are the true legacy of that term. All the good from that term came of their work. Much of the strength of KOTESOL 2009 belongs to the efforts of those in 2002 who struggled to rebuild an organization that wasn't broken, but simply lacked a few key parts.

The Author

Rob Dickey has been teaching and learning in Korea since 1994. At his second KOTESOL conference (in 1996), he and a friend told KOTESOL managers, "We can do that better," and thus began his career in KOTESOL. He holds higher degrees in law and public administration. After four years of teaching in Korea, he was invited to a "potential tenure track" job at Gyeongju University where he remains ten years later, now with tenure, as an Associate Professor in the English Department. He does research in a variety of ELT fields; though he is most focused on content-based instruction, the bulk of his recent work has been in oral proficiency assessment. Email: rjdickey@content-english.org

A Quote to Ponder

"I touch the future, I teach."

Christa McAuliffe (1948-1986):
US astronaut and first
teacher in space; perished in Challenger shuttle explosion.

KOTESOL International Conference 2008

Responding to a Changing World

By Elizabeth-Anne Kim

More than 1100 attendees flocked to Sookmyung Women's University the last weekend in October to attend the annual Korea TESOL International Conference. Whether drawn by the invited speakers, the two days of concurrent presentations, or simply the prospect of spending a weekend with like-minded people, the conference-goers were hardly disappointed as they explored how the profession of ELT is greeting our ever-changing world.

KOTESOL President Phil Owen and Conference Committee Chair Rob Dickey formally opened the conference by thanking the many people who made the event possible: from the organizers and Sookmyung Women's University, who allowed KOTESOL to use their facilities for the conference, to the invited speakers and the large corporate sponsors, the British Council, Cambridge University Press, Cengage Learning, and Macmillan Education.

David Graddol, author of the British Council's *The Future of English* and *English Next*, treated a standing-room-only crowd to a plenary titled "The Future of English Language and Teaching." Speaking about global Englishes in our interconnected world, he reminded us that English speakers are the largest group of second-language speakers, a growing group that is in need of more and better early education.

Stirred by the plenary, attendees funneled out to the courtyard to pick up a free lunch and head off to the featured speaker presentations. John Cashman, a futurist who helps reveal the forces shaping our world, advised attendees proactively on "Foreseeing a Changing World," while Chris Kennedy, a past president of IATEFL, showed the less precognizant attendees how to "Investigate the Language Landscape of Our Learners." At the same time, Merton Bland reissued his "Ten Commandments for Teaching English in a Changing World," commandments which fired up listeners so much that attendees repeated the *do nots* throughout the rest of the conference: don't teach English, don't use textbooks, don't teach pronunciation., don't teach, and so on.

Paper presentations and concurrent sessions filled the rainy afternoon. Those not attending formal presentations visited the many publisher and TESOL/TEFL displays. Excited voices rang up and down the halls, where networking teachers connected with each other and with materials suited to their needs, while vendors engaged new audiences through competitions and raffles to receive new products.

Concluding the first day's activities, Marti Anderson, currently a teacher-training and education consultant with SIT Graduate Institute, addressed the sold-out banquet crowd over dinner in Centennial Hall. Speaking on "Pedagogies of Peace," she urged attendees to entertain the possibility of teaching English to promote peace and prevent aggression.

Not dissuaded by the early hour, attendees of the early Sunday sessions arrived to meet four presenters who drew such large audiences that staff had to leave those presentations to make more room for attendees.

While concurrent sessions began again at 8:30, the conference also offered a new twist. The Extensive Reading Colloquium, featuring eight presentations, was delivered simultaneously three times giving listeners the opportunity to choose the topics most relevant to them. Graded readers from several publishers, including Cengage Learning and Oxford University Press, were also handed out at the door.

Mentally filled, the conference-goers were inspired by Scott Thornbury's Sunday plenary, "Responding to a Changing World: Dialogue and Agency," before returning to the last two concurrent and featured speaker sessions. Yuko Goto Butler presented on the possibility of reconciling assessment and instruction, and Dr. John Linton spoke on changing perspectives of life in Korea over the past century.

Capped by the KOTESOL annual business meeting, the 16th Annual Korea TESOL International Conference came to a close. Filled and challenged by this conference, we have another year to wait for the next one.

The Author
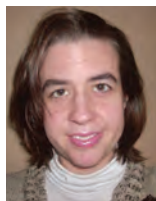
Elizabeth-Anne Kim has never met an English or a teaching job that she did not like. From jobs of technical writing to policy-drafting, daycare teaching to corporate training, Elizabeth cannot think of a better marriage than the English language and teaching. She currently teaches small classes, writes, and edits in Daegu. Email: elizabethannekim@ gmail.com

ETA-ROC 2008 Conference

ELT with a Dash of Taiwanese Culture & Hospitality

By Tory S. Thorkelson

From November 14-16, 2008, 1400 teachers gathered at the Chien Tan Overseas Youth Activity Center in Taipei, Taiwan to see 150 presentations (80 from publishers) and to learn how to make their approaches to English teaching and learning more holistic. While this conference shared some similarities with the usual KOTESOL fare, there were some clear differences as well.

First of all, I had visions of a glorified youth hostel based on the conference location's name, but I was very impressed by the room I was given, as it was a corner room with almost all of the usual hotel amenities, including a flat-screen wall TV with over 100 channels. While the location was a bit secluded, and the buildings looked a bit rustic from the outside, the complex had obviously been recently renovated and offered very modern conference facilities. Every presentation room I saw had a computer and beam projector, and they were being actively used.

Second, I attended a number of commercial and non-commercial sessions, but my choice was made easier by the fact that a large number of the publishers' presentations were in Chinese. Nevertheless, there were plenty of options to choose from, with well-known names like Paul Nation, Adrian Palmer, and Bonny Norton presenting, as well as lots of local talent. With sessions from 9:40 a.m. to 5:40 p.m. every day, and up to four sessions at any given time, it was often hard to choose what to listen to. However, all the sessions I went to were well attended without being overcrowded. I also liked that all of the ads were at the end of the program book so you could read or ignore them.

Third, despite the macaroni and onion rings with scrambled eggs offered for breakfast on the first morning, the lunches were all very hearty boxed lunches with a lot more meat than a typical Korean *doshirak* and the buffet-style dinners gave attendees lots of chances to talk to well-known presenters and even a few authors. I had dinner with Paul Nation and a few of the publishers' staff on Friday night, and met and talked extensively with Charles Lebeau (author of one of my favorite books on presentations) as well as my counterparts from PALT, JALT, and ETA-ROC on Saturday. We were also serenaded by local committee members and a few of the invited speakers, but most of that I would happily erase from my memory... luckily the food and company made up for it.

Finally, I attended their Annual Business Meeting on Sunday (during lunch time), along with seven others, including PAC representatives. The conference chair, Andy Leung, reported that the number of participants has dropped from a high of 2000 a few years ago and that the focus of the attendees has changed considerably, with (predominantly) public school teachers replacing university professors. He mentioned that some of the larger publishers had been running their own conference in March for the last couple of years, but said they would probably return next year. The biggest surprise was that a large number of the presenters did not show up or let the organizers know they would not be there. Dr. Leung said that they were probably going to blacklist these people, but also that they were planning on contacting their departments, universities, etc. to ensure that the presenters could not use the fact that their names appeared in the conference program to get promotions and tenure, or as evidence of having given presentations on their resume.

Having talked to many local teachers (and even meeting a fellow Hanyang teacher from a few years ago), I definitely left with a sense that we all face similar challenges as EFL teachers in Asia - but that each Asian locale has its pros and cons for those teachers fortunate enough to be working there. It was a wonderful chance to remind myself that we are not alone in our efforts to teach our students English and that there are caring teachers everywhere who really want to give their students the best educational environment they can (and sacrifice their precious weekends to do it if necessary!).

Unfortunately, I had to leave a bit early to get home for my Monday morning classes, but I would highly recommend this conference to any KOTESOL member looking for something a bit different from KOTESOL events, with just the right balance of professional development and social networking - and a dash of Taiwanese culture and hospitality to boot.

The Author

Tory S. Thorkelson is the current KOTESOL President and teaches for the English Language and Literature Department at Hanyang University's Seoul campus. He just celebrated his 10th anniversary as a faculty member at Hanyang. Email: thorkor@ hotmail.com

Discovery Materials

The materials we make for our students reflect our teaching philosophy, and discovery learning materials are no exception. There are a number of student-centered concepts involved, the most important being that students learn best by finding out for themselves - building on knowledge they already possess, constructing knowledge together. Another concept of importance for the teacher is that all students have unique proficiencies, learning backgrounds, language-learning experiences, and knowledge of lexis. If we try to teach the vocabulary of the textbook to the class as a whole, then we can hope to get it right for about 10% of the students: Those who do not have the vocabulary will find it too difficult, and those who already know it will be bored.

However, if we see vocabulary as something that can be discovered when needed, it immediately takes on a different character. It becomes a way of exploring the target language, sharing information, and finding new information in a collaborative setting.

One approach to discovery learning is to supply a picture related to the target language (e.g., parts of the face and hands; see Figure 1). The input vocabulary is supplied at the bottom of the page, and the word boxes around the page are empty. Students need to find out which words match which parts, and write them in the boxes. This is a "guided" activity, where the target vocabulary is supplied.

Students are now presented with a task - to identify vocabulary items in the target language. Because of their various language learning experiences, and because of TV, movies, and loanwords from English, many words will already be familiar to them, and they can fill them in at once. This will give them the sort of success that is important when learning a language. If working in groups, they can then share their information with each other, increasing their success, and reaping the benefits of "*i + 1*" learning. Finally, if there are still words which the students do not know, they can perform some basic information-access activities, by looking in a dictionary (electronic or paper), searching the Internet, or even asking the teacher.

Figure 1: Time to Speak, p. 77, A. E. Finch (unpublished)

At the end of this activity, every student has filled in the boxes. Meanwhile, the teacher has been monitoring progress, giving help where needed, and identifying vocabulary items which the students did not know (e.g., *knuckle*). The teacher can now concentrate on those items, or move on to another activity - one that builds on the vocabulary that h a s   b e e n   discovered.

Materials Design

By Andrew Finch

Another approach is to supply students with the target vocabulary, and then let them discover the meanings. A pair-work crossword is particularly useful in this context, since students have to explain the vocabulary to each other. For terms they both know, this becomes an exercise in reviewing learning. For terms that one or both students do not know, this activity develops information access and explanation strategies.

Discovery learning can also be used for many other aspects of language learning, since it fosters self-directed learning, individual autonomy, and group collaboration, leading eventually to self-directed project-learning. Once students have developed the interpersonal and intrapersonal responsibility necessary for group work, in performing tasks, solving problems, accessing and presenting information (presentations, etc.), and using the language (role plays, discussion, etc.), they are ready to discover more of the target language through guided projects. Having learned how to access the information that they need, students come to understand that they do not need to learn the whole language in order to be competent in their profession. Rather, they have the skills to learn (and discover) what they need, when they need it.

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.

Striving for Imperfection

One of my favorite singers, Sam Phillips, has a song whose chorus is simply, "Our ideas of perfect are so imperfect." And we all know the old saying: "The perfect is the enemy of the good." So it is with professional development. It may seem odd but when the goal of professional development becomes making some part of your teaching perfect, it can get in the way of actually doing well and may actually prevent progress from happening.

I know this because I am describing myself. When I face some task, even one I want to do, I imagine what the perfect outcome would be. And then I realize that because I am doing the task for the first time or am simply human, I cannot do it that well. Usually, it comes out okay, but never perfect, and probably not as well as it might have if I had accepted my limitations.

Perfectionism is actually the enemy of good professional development.

Perfectionism is actually the enemy of good professional development. Stephen Brookfield, in his book *The Skillful Teacher* (2006), points to the importance of learning how our students perceive their learning in order to better understand our teaching. One instrument he uses to learn about his students' perceptions is the Critical Incident Questionnaire (CIQ). This tool is given to students at the end of each week, and it asks them to indicate at what time in the class they felt most engaged, distanced, puzzled, and surprised, and what action by a teacher or another student they found most helpful or affirming. He points to a number of benefits he gains from using the CIQ in terms of understanding his students and credits it with improving his teaching.

Yet he also points to the danger of what he calls "perfect-ten syndrome." "The perfect-ten syndrome describes the unreasonable desire to want to collect a batch of critical incident forms at the end of every class that contain no negative comments and a surfeit of compliments" (p. 53). And that this never happens never fails to frustrate him and makes him "die a hundred deaths" (p. 54) at first when he reads the forms each week. He persists because of the value he gets, and warns others considering using this tool that the goal cannot be:

to score a perfect ten of student satisfaction week after week. The point is to situate your teaching in an understanding of the emotional, cognitive, and political ebbs and flows of group learning that help you realize why achieving such a score is impossible. (p. 54)

Professional Development
By Bill Synder

Happy are those who can do this. I struggle with it. But I know that I have to get better at it. One part of getting better at being imperfect that I am learning is to set more reasonable goals for myself. Rather than having to write this whole column perfectly (as I am trying but failing to do now), a simpler goal of writing 30 minutes on it per day and trying to improve it until the deadline would be more effective. Writing for thirty minutes is an achievable goal, and, done consistently, will eventually produce a finished product, probably a better one than the last minute rush does. Moving from knowing this abstractly to acting on it is the trick.

Another thing I am learning is to cut back on my total commitments so that I can focus on fewer and do them better. This will, I believe, make me a better teacher. With that in mind, this will be my last Professional Development column for *The English Connection*. Writing each one has made me think and learn more about teaching, and I value the experience. I hope that you have gained as much from reading them as I have in writing them. I wish all the readers who have stuck with me so far the best of luck in your own imperfect professional development.

Reference
Brookfield, S. D. (2006). *The skillful teacher* (2nd ed.). San Francisco: Jossey-Bass.

The Author

Bill Snyder, *TESOL/Applied Linguistics Program, Teachers College, Columbia University. Dr. Snyder's research interests include learner and teacher motivation, and non-native speaker teacher issues in TESOL. He is also Editor-in-Chief of the Korea TESOL Journal. Email: wsnyder7 @gmail.com.*

Reflecting on Achievement

The young teacher, and quite a few old rusty ones like me, often questions the point of learning theory and old methods. I understand resistance to theory when faced with the immediate need for an activity that can satisfy a class of students and help teach modals or correct pronunciation of "l" and "r." When thirty or more students await your instruction, talking about the language theory of Suggestopedia or how the Audiolingual Approach conceives of the role of the teacher hardly seems worthwhile.

At the same time, how does a teacher know what activity is appropriate? How do you know that your information gap activity succeeded in developing learner proficiency? How do you determine what is conclusive evidence for learning? These questions beg for theoretical perspective.

We all have a theory of teaching, but we do not all make it conscious and available for critique. Whether we believe that grammar instruction is helpful or not helpful is part of our theory of learning and instruction. If we believe a Jeopardy game helped our students master question forms, a theory of learning is present, suggesting that learners make progress through communicative engagement in the language, implicit focus on form, and in the midst of enjoying interaction.

Obstacles to learning pronunciation: input filters, L1 interference, and L2 complexity.

When we say to ourselves, "Today's class went real well," something that we observed during the class is in harmony with our theory of teaching. Maybe students were actively engaged in the class, maybe we covered all the items on our lesson plan, maybe we avoided boredom.

Students might enjoy a class, however, because it was full of games, required exotic activity, or simply did not burden them - and not because they learned anything. In such a case, the observation that students enjoyed the class would not be sufficient evidence that the lesson was effective. Similarly, the fact that we covered all the points on our lesson plan is meaningless if students could not follow the lesson or failed to achieve any of the objectives that we had set for it.

Theory helps us imagine how lessons should be and conceive of appropriate indicators to measure their effectiveness. Professionalism is the commitment to hold ourselves accountable to a clear articulation of our theory of learning, to consciously assess our own effectiveness in the classroom, and make adjustments when necessary that lead to state-of-the-art best practices, ensuring that our students obtain the most efficient instruction possible.

Training Notes

By Douglas Margolis

Training Notes is a column that aims to bring theory and teaching practice together to facilitate professionalism in English language teaching.

Historical Roots

Eight years ago, *The English Connection* (TEC) managing editor, Robert Dickey, and I discussed the possibility of a TEC column that might showcase KOTESOL Teacher Training workshops. I was the coordinator of KOTESOL Teacher Training (KTT) in 2000 and looking for a platform to expand KTT's effectiveness. Rob worried that the new column might overlap too much with Teachniques, which presents a detailed recipe for an activity and justifications for how the activity might benefit learners. I suggested that the new column could differentiate itself by focusing on one pedagogical tool or theoretical concept and briefly describing several relevant activities.

The Birth of Training Notes

Rob and the editorial board agreed to this proposal and Training Notes was born. The first Training Notes, an article by Peter Nelson on teaching stress, intonation, and rhythm, appeared in the January 2001 TEC.

That year, five KTT presenters published articles: There were two by Peter Nelson, and one each by Jim Gongwer, David Kim, David Ellis, and myself. Our topics covered pronunciation, learning strategies, culture, writing, listening, and eliciting student talk. In 2002, Peter Nelson again contributed two articles, on self-assessment and oral testing. Gerry Lassche contributed one on young learners, James Ranalli wrote a two-part article on top-down and bottom-up listening, and I wrote a piece on incorporating Computer-Assisted Language Learning in the EFL

classroom.

By 2003, most of the KTT presenters had written a Training Notes version of their workshops, and I began seeking writing talent outside KTT. Students and faculty from the International Graduate School of English in Seoul contributed articles on teaching young learners, developing motivation, and addressing grammar.

The end of 2008 marks seven years of Training Notes in TEC. In recent years, Hyewon Lee has contributed an article on using drama in the EFL classroom, Kyungnan Park wrote one about ways to exploit movies for language teaching; and Tim Thompson focused on techniques for teaching segmental pronunciation. The column has also covered test construction, error correction, storytelling, and vocabulary knowledge development, among other topics. Archives of *The English Connection* and Training Notes can be found at the Korea TESOL web site (www.kotesol.org).

Share Your Opinions and Expertise

Over the years, Training Notes has provided a steady stream of ideas for TEC readers, and I am proud of having been able to recruit excellent writers for the column. In recent years, however, my work has migrated away from Korea and KTT, and I have been out of contact with writers and trainers in Korea who could supply the articles for the Training Notes column. As a result, my writings have dominated the column over the last couple of years. To ensure the quality and relevance of the column and to maintain the diversity of perspectives that it has provided in the past, I am using this month's Training Notes to ask readers for two things: (a) ideas for topics that you would like the column to address and (b) articles from authors living and working in Korea. TEC is a great place to start your publishing career!

Your ideas and comments help keep the column relevant and worthwhile. Please send them to margolis@umn.edu.

Article Submission Guidelines

Articles should be approximately 1200 words with a 40- to 50-word biography. I am willing to work with you by email to get the article in top shape. (Send them to my email address above.) Some topics that have not been covered yet include use of visual aids, grouping techniques, class management, busted lessons, needs analysis, lesson planning, and sequencing tasks. Topics that we have already covered, if presented in a new way, are also welcome. Each article should focus on a teaching concept, principle, or tool and help readers understand how it fits into EFL classrooms in Korea. The article should conclude with a brief description of two to three activities that embody the principle.

Please look at previous TECs for style and format ideas. Generally, these articles are lightly referenced with 2-3 citations that give readers interested in more information an idea of where to find it.

The Author

Douglas Margolis *teaches for the Second Language Studies Program at the University of Minnesota in Minneapolis. He is interested in second language acquisition and instruction, computer-assisted language learning, and language testing. Email: margolis@umn.edu*

Collaborative Writing

By Jue-Kyoung Pae

Writing in a second or foreign language is not an easy task for either students or teachers. Students experience the burden of writing, while teachers may also experience the burden of teaching writing, particularly when giving feedback and grading. Some of this burden for both students and teachers can be reduced by adopting collaborative writing in the classroom.

Collaborative writing has been widely performed in academia, business, and government. However, students have rarely been provided with opportunities for learning to write collaboratively because collaborative writing is not commonly used in second or foreign language writing classrooms.

Why Collaborative Writing?

Collaborative writing, like collaborative learning, is effective for language learning because it provides opportunities for negotiation between learners. Traditionally, collaborative work in the writing classroom was limited to the brainstorming and peer review stages. However, students should be encouraged to collaborate throughout the writing process. They could thus improve their writing by observing how other students write and by working with them.

Many advantages of collaborative writing have been reported: more ideas, having different perspectives and a chance to learn, receiving good feedback, dividing tasks, improved motivation, social support, producing more accurate and better documents, and so on. While students may also experience conflicts or have complaints during collaborative writing, the advantages of collaborative writing outweigh its drawbacks.

How to Apply Collaborative Writing in the Writing Classroom

People seem to think that there is a certain type of task that must be used for collaborative writing. However, various tasks can be applied. Even general academic writing, such as an argumentative essay or a comparison essay, can be a good task for collaborative writing. The following is a suggested procedure for collaborative writing for an essay writing task:

First, divide the class into groups of two or three students. The ideal group size is three, but paired groups also work for collaborative writing, depending on the difficulty of the writing task. Consider gender and writing ability when forming groups: whether to form groups with similar students or different students in terms of their writing ability and gender. Also consider whether to keep the groups constant or to form the groups differently task by task. Each method of forming groups has both positive and negative aspects.

Second, train students to be effective collaborators. The training will help students to better manage interaction and the writing process, and will help reduce possible conflicts during the process.

Teachniques

Third, assign a writing task to each group. Provide enough time for the groups to plan, write, and edit their essay together. They need to negotiate to decide the arguments they will use and the structure of their essay. Then, they need to decide how the work will be divided and what words or expressions they will use.

Collaborative Writing Using Technology

For collaborative writing, I would recommend using a web-based social writing platform such as a wiki, Socialtext (http://www.socialtext.com/), or Google Docs (http://docs.google.com/), rather than just using a word processing program and exchanging files. The web-based social writing platforms are fairly easy to use and will help students go through the collaborative writing process smoothly. In addition, they allow each group to share their essay with the other students as well as with the teacher.

Collaborative writing not only offers an opportunity for communication in today's learner-centered, communicative language teaching classroom, but also results in active learning and students producing a better essay than they would by working individually.

The Author

Jue-Kyoung Pae is a lecturer at Hanyang University and is currently completing her PhD in English Language Education. She has Masters degrees in English linguistics, from Pusan National University, and in Educational Systems Technology, from Indiana University, Bloomington (U.S.). She is interested in computer-assisted language learning, teaching and learning writing, and curriculum and materials design/development. Email: juekyoung@hanmail.net

Placement Tests for Young Learners

Raise your hand if your institution uses placement tests to put students into appropriate classes. Now raise your hand if your institution does not differentiate students by ability. I'm guessing that the majority of readers fall into the second category.

Based on anecdotal evidence, public schools generally do not separate students into appropriate ability levels. First, many schools lack sufficient staff and appropriate resources. Secondly, schools reportedly wish to bolster students' self-esteem. Leveling students means that some children will inevitably *lose face* by being placed in a lower-level class. As a result, teachers sometimes face situations where students who have studied abroad are in classes with students who have not yet mastered basic phonics.

There are several commercial options for ascertaining student levels. Unfortunately, the ones I know of are designed for assessing adults. Where are the ones for young learners and teenagers? I have not seen any other than what is available in coursebook teachers' guides.

The purpose of a placement test is to differentiate students' ability in order to place them in suitable classes. It is not to make diagnostic assessments of proficiency. In theory, most programs for young learners are promoted as general English courses, teaching the four skills of reading, listening, speaking, and writing. In practice, courses often focus more on reading, vocabulary, and grammar. With this in mind, it is important to construct placement tests that elicit the kind of information that will be of practical value. Let's look at some options, which may solve the placement test dilemma. Or maybe not!

One way is to give out blank sheets of A4 paper and ask students to write every word they know in English in a short period of time. At first, I thought this procedure was preposterous. Unbelievably, this was actually a revealing activity. It is a quick and efficient way to assess vocabulary, spelling ability, and phonics in only 15 minutes. Try it with several different classes, noting word frequency and spelling. There should be a significant difference by level.

Another simple solution is to begin with the students' grade and age. That will limit class choices. The next step is to select a coursebook or reading book being used in available classes. Have students read a passage or dialog, and then ask questions about it. Should students answer in writing or orally? Should test-takers deliver answers in English or Korean? What do we do if the learners answer questions using Korean instead of English? Do you place them in a low-level class even though they had a passive understanding of the text? Ultimately, decision-making will depend on individual circumstances at your institution.

Young Learners

By Jake Kimball

Another solution is to review various coursebooks in use at your institution and ask if there is either a placement test or achievement test available. You can often find them in teachers' guides. Achievement tests are related to your curriculum and elicit information based on published objectives within your coursebook program. They include short sections on listening, phonics, reading, sentence-level writing, and speaking tests. My inquisitive nature prompted me to trial a handful of tests to make placement decisions. The test results were informative on their own, diagnosing individual skills. However, I was disappointed that total scores and suggested coursebook levels routinely overrated students' ability or knowledge of English. Too often, learners' aggregate scores placed them in coursebook levels far beyond what I would be comfortable teaching from in class.

Placement testing is no easy task. Finding valid and reliable tools for decision-making ended up being more complicated than I had expected. In the next issue of *The English Connection*, I will follow up on this theme with a discussion on differentiation, a strategy for dealing with mixed-level classes.

The Author

Jake Kimball is the Director of Studies at ILE Academy in Daegu. He is also the Facilitator of the KOTESOL Young Learners and Teens Special Interest Group. 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

More Online TESOL Education

By Ralph Sabio

Several months ago, an article I wrote, entitled "Online TESOL Education," was published in *The English Connection*. The article discussed important factors to consider when looking for a quality Master of Science Education TESOL (M.S. Ed. TESOL) program. These factors include accreditation, type of program, and online campus visits. In this follow-up article, insights, gained through experience and research into what constitutes a high-quality online M.S. Ed. in TESOL, are given.

The single most important aspect of an M.S. Ed. TESOL program is its method of delivery. In my research, synchronously conducted discussions were found to be difficult if classes were conducted more than two time zones away. I agree. While working on my master's degree in education, I found it incredibly easy and convenient to access my classes and work at my own pace because the program from which I graduated delivered its content asynchronously.

> ## *The most important aspect of an MS Ed TESOL program is its method of delivery.*

Faculty were quick to respond to discussion posts and swift in returning assignments with good feedback - another quality I feel is important to online TESOL education and one which was found in the literature I researched. Whether students had questions regarding upcoming papers or concepts that were unclear, faculty always responded in a detailed, supportive, and encouraging fashion. Online discussions were graded on a weekly basis, thus requiring even the most reticent students to participate and engage each other in intelligent discourse. This highlights another quality that I learnt to appreciate while researching literature on online programs and via my own experiences in an online program - the importance of the university having current materials that are easily accessible to online students.

The literature I reviewed revealed that accessibility is the key to offering a high-quality online program. Universities wanting to achieve this level of quality aim to meet this need by offering their students, both onsite and online, unlimited access to their library and to professional journals through easy-to-use interfaces such as JSTOR, an online catalog of hundreds of professional journals that carries articles on the latest trends and research in the ESL and EFL field. Information that is readily found in journals is found online. The only difference is that online students get their information from a monitor while onsite students get their information from paper.

Up-to-date textbooks also fall into the category of current materials. A high-quality online M.S. Ed. TESOL program will have students use some of the latest materials found on the market. It is quite easy to find such materials in Korea. Bookstores in Seoul and other cities, and online sites such

> ## *Members' Forum*

as Amazon and What the Book, carry the latest textbooks. They can either be purchased online and shipped to your front door or bought instantly in the store. The ease of accessibility to different resources was something I found in my experience as a graduate student to be important to my studies, as I wanted to be able to learn from not only older theories and research, but also from the latest research.

My research into high-quality online programs and my experience in an online master of education program have led me to believe that established and respected M.S. Ed. programs in TESOL contain: (a) asynchronous-based discussion media in order to provide convenience to their students, (b) responsive faculty whose main goal is to facilitate the growth and development of their students through thorough and prompt responses to all inquiries and detailed critiques of assignments turned in, (c) online access to research materials such as leading ESL and EFL journals, and (d) up-to-date curricula which utilize the latest in ESL and EFL pedagogy.

The Author

Ralph Sabio *(M.S. Ed. in TESOL) is an assistant professor and university supervisor at Yonsei University in Wonju. He has presented at several venues, including the 2008 TESOL conference in New York on online TESOL education and the 2008 KOTESOL International Conference on using authentic materials in the EFL classroom. Email: ralphsesljunction@hotmail .com.*

Maria Pinto: The Silent Presence

You might have noticed her directing the registration lines at the International Conference in October; then again, you may not have. She works so quietly and inconspicuously that you may have missed her. Her silent presence is also manifest within the pages of *The English Connection* (TEC), and has been all year, but again, you may have missed it. Maria Pinto has served on the 2008 International Conference Committee and is an editor of TEC. She has impressed many so much in the past year that she has recently been named Managing Editor of the Publications Committee.

Maria quietly slipped into Korea just a little over three years ago from Mexico - no fireworks, no fanfare - just her and her cats. She says that she came to Korea for four reasons: (a) it is a place where she could bring her cats, (b) she needed a new language challenge, (c) she wanted to make enough money to begin a masters degree, and at the same time, (d) begin payments on a home she had bought in Australia. That degree, an M.Ed. in Teaching Second Languages from the University of Southern Queensland (Australia), was completed earlier this year. She had done extensive work in two earlier masters programs: an M.Ed. while living in Mexico, and an almost completed M.Phil. in English Literature that followed her B.A. in the same field from the University of Sydney. She did a CELTA in 1999 after moving to Perth from Sydney and an advanced certificate in TESOL while in Mexico. But before these, she did a diploma in Book Editing and Publishing and a certificate in Business Computing - simultaneously!

One would think that after this amount of study, Maria would be ready for a respite, but instead, she enrolled in a Doctor of Education program, also at the University of Southern Queensland. The title of her dissertation is "Constructing the Self: English Teachers' Narratives of Teaching in EFL." This is a progression of work she did in her M.Ed. program, where her thesis was on peer-assisted professional development. Her interest in this area goes back to at least fifteen years earlier, to her M.Phil. thesis that dealt with human alienation.

Maria describes her family as "nomadic." Her father was born in Iran, her mother in Pakistan, she in India. Her brother and a sister live in the US; another sister lives in India. Branches of the extended family have migrated to the UK and the US, and one to Australia, while others work in various parts of the Middle East. With relatives spread across the globe, it is no wonder that Maria has completed two round-the-world backpacking

Membership Spotlight
By David E. Shaffer

trips. Maria calls Australia home. Though born in India, she moved to Australia when a young teenager. English has always been her first language, and Australian is now her nationality.

In Korea, Maria teaches at the Gyeongju Campus of Dongguk University. Many of the students in her required freshman English conversation courses do not seem to be intrinsically motivated to study English, and do not yet see what value it might have for their career and their future. Therefore, one of her aims in the course is to ensure that they enjoy the classes enough that they will *want* to study English in the future. To generate this intrinsic motivation, conversation games have an important role in her classes.

Maria's dynamic energy percolates from within.

Maria's association with teaching English began with ESL tutoring as an undergraduate student and later teaching at university. The non-teaching portion of her career included administrative positions and database work with Macleay College, in Sydney, and Mobil Exploration and Producing Australia. Then it was on to London for positions at the National Lottery Charities Board and Imperial College.

The desire to learn Spanish brought Maria back to teaching English - in El Salvador and in Mexico before coming to Korea and KOTESOL. Within KOTESOL, she is becoming ever more active, and is an interesting person to know. You will see Maria's work across many areas. She is part of the 2009 International Conference team, has increased involvement with *KOTESOL Proceedings*, continues her work with TEC, and will possibly become involved with KOTESOL database work. Look for her presence to increase, but do not expect to hear it - Maria works silently.

Good, Old-Fashioned Drills

Recently, a teacher-in-training mentioned how she had avoided putting any kind of repetitive grammar practice into her demo lesson. "I know that as a language teacher I need to consider these things," she reflected, "but I just don't know how to make grammar drills interesting." Years ago, I gave some KOTESOL workshops about grammar drills. Her words prompted me to go back to my notes from those workshops, which I have condensed here.

Why drill at all? Isn't that "anti-communicative"? Didn't drills follow the demise of audiolingualism? I will not get into the giant questions about where controlled grammar practice fits into a curriculum, but I do want to mention some benefits of drilling. It can help with confidence, familiarization, comprehension checking, automatization, and energy (whole class oral drills can be an exciting affair). Moreover, while we often think of drilling as accuracy practice, it can also lead to greater fluency - having chunks of language on hand helps learners get their message out faster.

Types of Drills
There are many types of drills, and they can all be made extremely boring or quite exhilarating. **Repetition** drills can take the form of jazz chants. **Substitution** drills can involve interesting picture prompts instead of word prompts. **Transformation** drills can get students to provide missing information. **Chain** drills can lead to fun storytelling (A: "If we had a million dollars, we could buy a mansion." B: "If we bought a mansion, we could include a giant pool." C: ...). Information gaps like "**Find someone who** ..." drills are an interesting way to practice questions. ("Have you ever ridden a camel?" / "Have you ever seen a ghost?") **Surveys and questionnaires** can personalize a grammar structure. **Sentence completion** can drill any grammar point while leading to wonderful thought-sharing and exciting stories.

Motivators
The motivators that improve a grammar drill really apply to any sort of language teaching. 1) Make the **topic** of a sentence or question interesting. 2) Consider the **task**: Problem-solving drills, info-gaps, and game-like competition make for more stimulating drills. 3) Bring in **variety**. Even the place in the lesson where you drill can change - try mixing up the three "Ps" in a PPP lesson. 4) **Visual focus** can mean using pictures, gestures, and movie clips. 5) **Interactivity** spices up any lesson and involves more practice - get students to Q and A each other. 6) **Personalization** makes a

difference. 7) The **teacher's demeanor** also matters. Do you look bored and cranky or engaged and positive? 8) **Safety** is an issue. Students need space to make mistakes without embarrassment, so avoid randomly pointing at one student out of thirty and asking her to instantly conjugate a verb. 9) Finally, **feedback** matters.

Points to Consider
In addition to the motivators, there are a number of other points to consider when drilling grammar. Will students practice speaking, writing, listening, and reading? Will they drill form, meaning, and use? How much

Grammar Glammar
By Ksan Rubadeau

of a prompt will you give the students? Will students practice different subjects (not just "you" or "I"), phrase order, negatives, and questions? Have you limited vocabulary to words that students already know (reducing the cognitive load)? If using commercially produced materials, have you adequately presented the structures or meanings that students will drill? Have you integrated speed into the drill? (At some point, students will need to be able to do things quickly). Is the language natural? Who will lead the drill - only the teacher, or sometimes the students? How will learners get feedback?

Perhaps most importantly, we need to consider what our expectations will be after the drill. We know drilling is not enough, and that people don't jump from a simple drill to fluent, accurate speech and writing. Just as ballet dancers practice at the bar, communicators of all proficiencies and ages can benefit from drilling. The dancers' true test is in their performances, and language learners' in conversations or writing pieces. Drilling just helps everyone get there.

The Author
Ksan Rubadeau has been a TESOL professional since 1996. She currently teaches undergraduates, MBA students, and YL-TESOL trainees at Korea University. She is deeply impressed by the creativity and perseverance teachers are using to get around institutional teaching constraints. Email: ksanrubadeau@hotmail.com.

Konglish: How Bad Is It?

The mention of "Konglish" invariably brings negative connotations of the ways in which the Korean language influences the output of Korean learners of English. Konglish is many things to many people.

One simple form of Konglish is the sprinkling of Korean words into English sentences (e.g., I like to drink *soju* when eating *kimchi* with *samgyeopsal*). Another is Korean sentential word order influencing L2 English output (e.g., *Cigarette give me*). Aspects of Korean phonology that commonly manifest themselves in Koreans' pronunciation of English are also often labeled "Konglish." Phonological changes that commonly occur when two sounds meet in Korean may be transferred to when those same sounds meet in English, producing sentences that sound like "Don't king me" and "What's your lame" instead of "Don't kick me" and "What's your name." Korean phonology at the syllable level may transform a two-syllable English word into a four-syllable Konglish word (e.g., *English* becomes *Eng-gul-li-shi*), or it may even make a one-to-five-syllable conversion (e.g., *strike* becomes *su-tu-la-i-ku*).

It is English-to-Korean lexical borrowing, however, that produces the lion's share of what we refer to as Konglish. Korean has many loanwords that it has borrowed, and the process is ongoing at an accelerating rate. Korean may be borrowing lexical items from English at a rate second only to Japanese. There is nothing wrong with one language borrowing from another. English, for example, has borrowed extensively from many other languages of the world, to greatly enrich its vocabulary. Many of the loanwords are borrowed in toto, i.e., as the same part of speech, with the same meaning, and with a pronunciation nearly the same as that in the language from which the loanword was borrowed. But many of the loanwords that Korean borrows from English are also altered in some way.

Altering a word in the process of borrowing it from another language is not a sin; it is commonplace. On the whole, the borrowing language adopts loanwords, along with any alterations, quite efficiently and uses them very effectively. What makes these altered loanwords Konglish is when the Korean learner of English, not realizing that a loanword from English has been altered, tries to use that Koreanized loanword, when speaking English as if it were still an English word. An English error is the result.

The most common type of modification that Korean makes to English loanwords is semantic alteration - *kunning* (cunning) in Korean is "cheating" in English; *konsentu* (consent) in Korean is "electrical outlet" in English; and *hipu* (hip) in Korean is one's "buttocks" in English. Unaware of this, the English learner could conceivably produce: "He put the cunning paper into the consent." English has altered the meaning of many of the words it has borrowed in the same way.

Word Whys

By David E. Shaffer

Two such examples are *dandelion*, borrowed from the French *dent de lion*, meaning "lion's tooth," and *rendezvous*, from the French *rendez vous*, meaning "present yourselves."

Because Korean has so many one- and two-syllable words, the multiple syllables that English loanwords take on when adapted to the constraints of Korean pronunciation (as we saw with *strike* above) make them less desirable for use in Korean. To increase desirability, truncation (i.e., shortening) is often applied to loanwords. Accordingly, *remote control* becomes *remocon* in Korean, and *sports complex* becomes *supolex*! Odd? Not at all. English even truncates itself: *television* becomes *telly*, and *delicatessen* becomes *deli*!

Konglish ain't bad. It isn't bad at all when it is used in Korean. What can be bad is when Korean English learners use altered English loanwords when they are speaking English without being aware that what they are using is no longer English. It is the task of the EFL teacher to make their students aware of this.

The Author

David Shaffer teaches at Chosun University, not at an "academy." (Note that there are seven "alphabet" in his surname.) He disapproves of "cunning" students and of drinking at "MT" and "festival." He lives in a small "apart" in Gwangju. In his leisure time, he enjoys listening to "pop song," going to his "health," and "hiking" with his new bicycle. Dr. Shaffer's wife was always first in his mind, so he never had thoughts of a "second." His "mail" address is disin@chosun.ac.kr

Reviewed by Kara MacDonald
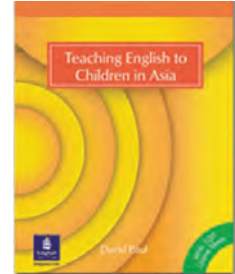
In my TESOL classes I try to show students that they are their own best resource to form "ideal" teaching approaches. I present second language acquisition, teaching methods, assessment, and educational psychology theories as foundational knowledge from which they can draw, but not as the answers to how to best teach English. I emphasize that these theories, and the practices derived from them, have originated in the West and therefore primarily reflect an ESL and Western educational context. They cannot simply be transplanted into the Korean context without adaptation. When I began reading chapter 1, "In Search of an Approach," in Teaching English to Children in Asia, by David Paul, I was pleased to have a respected name stating that teachers [in Korea] need to establish their own teaching approaches, based on an understanding of influential ELT approaches as well as of their own socio-educational contexts.

The book places the learner at the center of activities and interaction in the classroom.

I thought, "Fabulous. I can show that *my* ideas appear in a reputable published text. Students will no longer think these are just *my* unfounded ideas." So I asked students to read the first chapter of the book. I could see on their faces as we went through the class discussion, "Ah, now I get what you have been trying to say for half the semester." Students felt relieved to learn they are capable of, and encouraged to, develop a teaching approach that works for them, their students, and the Korean context.

Paul's discussion of ELT theory, young learners, and the Asian context, and how they intersect with one another is very direct, yet conversational, and his book is full of practical classroom activities.

The first chapter sets up the foundation on which the following chapters build. This is largely a child-centered approach based on constructivist and humanistic theories that have been modified to be applicable to an Asian EFL context. Chapter 2 describes how a child-centered approach is much more than simply having children do activities or projects. Paul explains how it is possible to have students active and involved in tasks, but still have a teacher-driven lesson because the teacher explains and demonstrates the activity before students begin it. Students need to explore and learn for themselves in student-centered activities, and they need to see a value in learning something. If they see a value in learning, then they will want to learn.

Chapters 3 to 6 address how to create a child-centered lesson, and provide activities and suggestions for all skill areas.

Chapter 7 examines the learning environment, while chapter 8 addresses classroom management, which is always a key issue for successful lessons and learning when teaching young learners. Chapter 9 examines the role of the teacher in the Asian context, which has been evolving rapidly due to governmental, educational, and commercial forces. It offers insights into how teachers can understand their role in a student-centered classroom.

Chapters 10 and 11 look toward the future and present questions and issues to provoke critical reflection, so that the reader identifies the elements of ELT approaches with which he/she agrees or disagrees. The goal is to generate active interaction and debate among teachers on how to more effectively teach EFL to Asian learners. Paul argues that the answers should not come from the West, they should not be imported from other teaching contexts without questioning their effectiveness in Asian classrooms. Teachers need to move beyond teaching the traditional way, the comfortable familiar way or what seems to be the commonsensical way. Professional dialogue and active reflection on what is done in the classroom, and why, is how teachers can identify how to best serve their EFL Asian learners.

Online Classes: Ning in Depth

In the past 18 months, I have given ten workshops about online classroom networks, but have only discussed them peripherally in this column - until now.

What is the problem?

I have university classes of around 25 students each, and see them for about two and a half hours a week, a situation similar to many teachers in Korea. Not much time for learning by any standard. We work hard to create a positive English-focused class driven by more than mere external motivation and many of us achieve it. However, what happens when our students leave the classroom? Simply put: Life happens - while students are not alone outside of the school, they are largely alone in their language learning. Even with the best of intentions and the best in-class communities, a focus on English interaction tends to dissipate in the absence of a framework that naturally integrates English into communication.

My goal for my own classes is simple: Double the amount of time they spend each week in an English community. I turn to technological solutions, but not without some hesitancy.

Human curiosity leads to peripheral persuasion.

What is often wrong with Computer-Assisted Language Learning (CALL)?

Despite writing a tech column, I can think of nothing worse than tech for tech's sake. Too often, it only serves to confuse and further divide teachers and students - an add-on that is tacked on to the program artificially and no more connects students together than more traditional paper-based solutions. The question is one of whether we can find ways to use technology to make greater English interaction (beyond use with the homework itself) a natural part of students' weekly cycle.

What can be done?

One solution is to use the Ning social networking platform (ning.com) to replicate your classes online. What is Ning? The easiest comparison would be to say that it is like Facebook or Cyworld, only owned and controlled by the teacher.

Why does it work?

At its core, Ning works because, like other social networking platforms, recreating human interaction is one of its key functions. That this functionality can also be used to facilitate the same sort of group and pair activities we do in our classes is a grand side-effect. Our role then as the teacher is to figure out how to use the various features (blogs, forums, videos, etc.) to start students conversing, letting Ning accumulate conversations and feedback exponentially over time. When students log in, they are never alone. They do their homework but, out of the corner of their eyes, they can see others in their class working alongside them. Human curiosity leads to peripheral persuasion; they click to see what others are up to, or even just to say hello. We are taking social networking and embracing its potential for near-peer modeling, student-to-student feedback loops, and group collaboration.

Web Wheres

By Joshua Davies

What is the result?

On a quantifiable level, in my own classes, student feedback has improved across the board. More importantly, the level of student output (writing, speech, and feedback generation) has increased dramatically, seeming to indicate that given the proper framework, an English community can succeed outside the classroom walls. What is not quantifiable is the overall better sense of togetherness my classes are experiencing. They are no longer just seeing each other twice a week in an English environment, but also whenever they log onto the network, and that appears to have led to a much richer development of their second-language personas.

Where can I learn more?

Explaining something like Ning is always better done by showing rather than telling. To aid this, I have put up a large number of screencasts at joshuawdavies.com/ning that will help you create a Ning network for your classes, as well as links to my own Ning networks to use as examples. I hope you will join me there and on education.ning.com (a site for educators using Ning) to continue this conversation.

The Author

Joshua Davies (MS Ed TESOL, Shenandoah University) is currently 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

’Round & About KOTESOL

• October

Jessica Vaudreuil (Seoul Chapter) received an MS Ed in TESOL from Shenandoah University, Winchester, Virginia, USA. The title of her thesis is “Korean University EFL Learners and Classroom Presentations: How effective as a means of assessment?” The research investigated whether or not in-class presentations are appropriate for freshman general English students as a means of assessment and aimed to find out their feelings towards the presentations used in the language classroom.

In addition, Jessica and Paju Kumdo Master Jong Ha Kim “had a little party” in Massachusetts (USA) earlier this year that most of us would call a wedding ceremony. The newlyweds went to Holbox Island in Mexico for their honeymoon, where they swam in the ocean with migrating whale sharks - quite appropriate pair work for a couple who met at a scuba diving school.

Barbara Waldern (Busan-Gyeongnam Chapter Vice-President) authored an article on the experience of foreigners teaching English in Korea that has been published in the SUNTA column of the October issue of *Anthropology News*, the publication of the American Anthropology Association.

Rafael Sabio (Gangwon Chapter) was elected Chapter President. He replaces Seamus O’Ryan, who has served Gangwon Chapter as president for the past year. (For the full list of the newly elected Chapter officers, see Who’s Where in KOTESOL, this issue.)

Jamie Carson (Jeju Chapter) was elected Chapter President of the one-year-old Chapter in our southernmost province. She is taking over from Co-Presidents Peter Mazur and Dr. Changyong Yang, who have jointly charted the course for the Chapter during its first year. (For the full list of the newly elected Chapter officers, see Who’s Where in KOTESOL, this issue.)

KOTESOL Meritorious Service Awards were presented this year on October 25th at the International Conference’s Saturday Banquet by outgoing President Philip Owen to 16 recipients:

Tim Dalby	**Dr. Steve Garrigues**	**Dr. Mijae Lee**
Joshua Davies	**Robert Capriles**	**Dr. Changyong Yang**
Scott Miles	**Jerry Foley**	**Peter Mazur**
Aaron Jolly	**Henri Johnson**	**Seamus O’Ryan**
Deborah Tarbet	**Adriane Moser**	**Frank Kim**
John Phillips		

KOTESOL Outstanding Service Awards went to 10 very deserving KOTESOL members:

Jake Kimball	**Allison Bill**	**Louisa Kim**
Kevin Parent	**Dr. Marilyn Plumlee**	**Dr. Kara MacDonald**
Herrie Lee	**Dr. Kyungsook Yeum**	**Dionne Silver**
B. T. Stoakley		

The KOTESOL President’s Award, KOTESOL’s most prestigious service award, was presented at the October 26th Annual Business Meeting to three members this year:

Robert J. Dickey for “vision and innovation that has given us new ways of working together.”
Tory Thorkelson for “innovation, initiative, energy, and common sense.”
Dr. David E. Shaffer for “steadfast council and consistency in a year of great changes for Korea TESOL.”

The President’s Plaque was bestowed by incoming President Tory Thorkelson upon outgoing President, **Philip Owen** for “his thoughtful and inspiring leadership as President of Korea TESOL.”

National Election results were also announced at the October 28th ABM. The newly elected officers for

2008-09 are:

First Vice-President: Tim Dalby   **Treasurer**: David E. Shaffer
Second Vice-President: Kevin Parent   **Secretary**: Kara MacDonald
Conference Committee Co-chair: Stephen-Peter Jinks
Nominations & Elections Comm. Chair: Sherry Seymour

Tory Thorkelson, First Vice-President for 2007-08, succeeded to the Presidency for the coming year, effective October 29th, the day after the ABM. (For the full list of the 2008-09 National Council, see Who's Where in KOTESOL, this issue.)

Jenay Seymour (Suwon-Gyeonggi Chapter) became KOTESOL's 41st lifetime member. Jenay works at Hongik University.

Curtis Desjardins (Daejeon-Chungcheong Chapter) became KOTESOL's 42nd lifetime member. Curtis works at Woosong University in Daejeon.

Jeffrey Martin (Gangwon Chapter) became KOTESOL's 43rd lifetime member. Jeffrey works at Daehwa Middle School in Gangwon-do's Pyeongchang-gun.

Young Hee Lee (Busan-Gyeongnam Chapter) became KOTESOL's 44th lifetime member. She teaches at Chang Shin College in Masan.

Brian Heldenbrand (Jeonju-North Jeolla Chapter) traveled to the 7th Pan-Asia Conference (PAC-7) at JALT 2008 in Tokyo, Japan, October 31 - November 3. Brian represented KOTESOL at the PAC meeting and also gave a presentation on "Worship, The Bible, and Teaching English."

• November

Greg Cross (Seoul Chapter) started his own English language school in Gwangmyeong City after twelve years of teaching in Korea. Merit Language School caters mainly to young learners. Greg invites anyone to drop by for a chat when they are in the area (02-2682-2277).

Adriane Moser (Gwangju-Jeonnam Chapter) was re-elected after six months as Chapter President. The Chapter has changed its election date to November, as stipulated in the newest revision to the Constitution. (For the full list of the newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

John Angus MacCaull (Busan-Gyeongnam Chapter) was elected President of a new six-member Chapter executive at the Chapter's November meeting. Outgoing president, Jerry Foley, will be returning to the U.S. to teach in his home state of Florida. (For the full list of the newly elected Chapter officers, see Who's Where in KOTESOL, this issue.)

Tory Thorkelson (KOTESOL's new President) has been busy making new appointments since the International Conference. In November, he was the official KOTESOL representative to the ETA-ROC conference in Taipei, Taiwan (Nov. 14-16) and attended the Extensive Reading SIG - Daejeon-Chungcheong Chapter Symposium (Nov. 22). December took him to the Leadership Retreat in Daejeon (Dec. 6-7) and the Seoul Chapter Christmas Dinner (Dec. 13).

Don Makarchuk (Seoul Chapter), a member of KOTESOL since 1997, was awarded a Doctorate in Applied Linguistics by Macquarie University on November 15. His thesis, entitled *Aspects of Adult Oral EFL Acquisition in South Korea*, included research projects that investigated aspects of motivation, learning strategies, and testing in relation to EFL oral acquisition among adults in the South Korean context. Dr. Makarchuk is an associate professor at Kyonggi University, where he teaches oral communication courses to undergraduates in the Department of English Language and Literature, and teacher education courses in the Graduate School of

Education. He has published widely in South Korea and has presented at many conferences on foreign/second language learning.

• December

Tim Dalby (1st Vice-President) received an MA in English Language Teaching (Distinction) from The University of Reading (UK). His research in the taught-track program included "A Critical Evaluation of High-Stakes Tests," "Young Learners Education Policy in Korea," "An Evaluation of Schema Theory and Its Relevance to Reading," "Intercultural Communication in a Korean Environment," and "Management of an English-Language Department in a Korean University."

[Compiled by David E. Shaffer]

KOTESOL Seoul Chapter Annual Conference

March 28, 2009 (Afternoon)

Beyond Survival in ELT: Reflecting, Adapting and Thriving

Three Featured Workshop Strands:
- Changes in Korean Public School English Education
- Task-Based Language Teaching
- Getting Involved in Research

Admission FREE for KOTESOL members.
Non-members: 10,000 won

----- *Free lunch and snacks!*
Fabulous prizes! Don't miss it! -----

Confusing Negative Polar Questions

By Mimi Eun Doyle

When teaching, instructors often ask questions to find out whether students have done their homework or have studied a certain chapter. If the questions are positive polar questions, there is little challenge for Korean EFL/ESL learners. However, one of the most difficult grammar constructions in English for Koreans, for linguistic reasons, is the negative polar question. The Korean sentence structure of the yes/no response to the negative polar question, is the opposite of that of English, but English grammar books only explain English sentence structure, without comparison to the Korean language. This article explains why the negative polar question causes confusion and suggests a few ways to prevent miscommunication.

In a positive polar question, when comparing English and Korean, there is no difference in how the respondent should answer. If the respondent wants to answer in the affirmative, he/she will say *ye* or *ne*, which is the equivalent of *yes* in English. If the respondent wants to answer in the negative, he/she will answer *aniyo*, which is the equivalent of *no* in English. In a negative polar question, though, the difference between English and Korean responses is often confusing to Korean students. In English, if the respondent wants to answer positively, he/she will say *yes*, and if the respondent wants to answer negatively, he/she will say *no*, regardless of the form of the question. However, in Korean if the respondent wants to answer in the positive, he/she has to say *aniyo*, which is the equivalent to *no* in English. If the respondent wants to answer in the negative, he/she has to say *ye/ne*, which is equivalent to *yes* in English.

In the Korean language, negative sentences are formed with the negative prefix *an-*, followed by the verb form. Let's take a look at some negative polar questions and answers in Korean:

1K, A: (Dang-shin-eun) i-gwa(rul) gongbu an-haat-ssum-nikka? (Did you not study this chapter?)
 B positive: Ne, gongbu an-haat-ssum-nida.
 → Yes, I did not study (agrees with the speaker)
 B negative: Aniyo, gongbu haat-ssum-nida.
 → No, I studied (disagrees with the speaker).
2K, A: (Dang-shin-eun) sukjae(rul) an-kkeut-naat-ssum-nikka? (Haven't you finished your homework?
 B positive: Ne, an-kkeut-naat- ssum-nida.
 → Yes, I have not finished (agrees with the speaker).
 B negative: Aniyo, kkeut-naat-ssum-nida.
 → No, I have finished (disagrees with the speaker).

In Korean, the respondent passively agrees with the speaker, while in English the listener immediately expresses his/her opinion. Perhaps cultural differences can explain this linguistic phenomenon. In English, the listener is respected as an individual. Thus, he/she can express an answer based upon his/her perspective (using *no* to syntactically agree with the negative lexical item of the question). In Korean, the listener respects the speaker and politely agrees with the speaker's perspective (using *ye/ne*). This is rooted in the Confucian analects, which emphasize that one should show respect for another individual's opinion.

FYI

So how can we prevent confusion caused by negative polar questions? First, instructors need to check the students' answers by asking "Do you mean, '*Yes*, I *have* finished my homework,' or '*No*, I *have not* finished my homework'?" Upon hearing the inquiry, the students should realize whether they have made a mistake. Secondly, instructors can repeat the question with reversed polarity. Next, encourage students to answer in complete sentences rather than using *yes/no*-responses. Lastly, instructors should monitor their own negative polar questions and tag questions.

The negative polar question is one of the most confusing and difficult grammatical obstacles for Korean students. Therefore, when instructing Koreans, teachers need to be conscious of their rephrasing of questions by remembering that a *yes* answer from a student is often used to indicate agreement or lack of comprehension. If EFL/ESL instructors can grasp the fundamental differences between English and Korean, they can obtain a greater level of success in guiding students toward achieving clear and confident communication.

The Author

Mimi Eun Doyle is an assistant professor in the College of General Studies at Hanyang University. Before joining Hanyang, she taught ESL in the English Language Institute at Central Michigan University (USA), where she also earned her MA in TESOL. She has served as SIG leader for MITESOL and presented at MITESOL, KOTESOL, and TESOL conferences. Email: mimi64ed@yahoo.com.

KOTESOL In Action

Departments

KOTESOL Teacher Training

By Tim Dalby

KTT (KOTESOL Teacher Training) has been around since 1997. Our mission is two-fold: to provide quality presenters to chapters that have difficulty finding speakers for monthly meetings and to organize outreach events for teachers in more remote locations. We can also provide tailored training events for groups of teachers on request. Since the last update, Adriane Moser has joined KTT. She is the current president of Gwangju-Jeonnam Chapter and brings with her a wealth of experience in the area of written English.

In September, Tory Thorkelson presented in Busan at the regular monthly chapter meeting. Tory spoke about a teacher training program with a focus on using drama in public schools. Aaron Jolly was also in action talking to around 200 teachers from Koreapolyschool - a nationwide chain of English language schools. A week later, Mary-Jane Scott traveled down to Jeju to help the chapter with some ideas for increasing membership and connecting with mainland KOTESOL. She also gave a well-received presentation on how to teach presentation skills. Meanwhile, Daejeon-Chungcheong Chapter hosted a bevy of KTT speakers for their "Teaching and Assessing for Understanding in EFL" symposium at KNUE near Cheongju. Presenting were Tim Thompson (The Apprentice English Class: Getting University Students Involved Outside the Classroom), David Shaffer (Teaching Practices That Encourage Learner Autonomy for Life in the Real World), Adriane Moser (Multiple Intelligences and Trait-Based Writing Assessment), Sara Davila (Creating and Implementing Performance Assessment), Tory Thorkelson (A Teacher Training Program in Focus: Drama in Public Schools), and Aaron Jolly (What Is Teaching for Understanding?).

In October, Adriane Moser organized an outreach event in Suncheon where she discussed focus and coherence in ELL writing, along with Sara Davila who talked about reading and writing strategies. It was well attended and the participants found it useful. David Shaffer and myself also presented at the Pan-Korea English Teacher's Association (PKETA) International Conference in Busan.

The International Conference had a special KTT strand which collected together KTT presentations that had passed the tough vetting process. In that special session was Ralph Sabio (Online Videos: Authentic Materials Uses in English Language Learning), Tory Thorkelson (Bringing Drama into Your Classroom: How to ACTivate Your Students and Building a Successful Content-Based (CBI) University Course), myself (Testing Times for Teachers) and with my wife (Using Targeted Surveys to Inform and Improve Our Teaching), and Kevin Parent (Why Don't My Students Want to Learn?). All sessions were well attended, with Tory attracting 83 attendees in a room big enough for 40! In addition, David Shaffer (Writing the Research Paper) and Kevin Parent (Designing the Research Project) presented as part of a special strand on research for the Research Committee. At the request of publishers, Aaron Jolly and Scott Miles presented on "Going Extensive: Creating Independent L2 Readers with Graded Readers" and "Turning Students into Avid Readers: Essential Reading," respectively. Barely a week later in November, Robert Dickey, Scott Miles, Kevin Parent, and Joshua Davies went to Tokyo to represent KOTESOL at JALT 2008.

By the time you read this, KTT will have a new coordinator. I have been proud to coordinate such a talented group of individuals as well as serve KOTESOL's local chapters. I now move into the role of National 1st Vice-President, where I hope to serve the local chapters in a wider capacity. I have greatly enjoyed being the KTT coordinator, but I firmly believe that KOTESOL needs more people doing fewer tasks to avoid the burnout of our most talented volunteers. I am confident that the new KTT coordinator, Joshua Davies, will continue to develop and grow KTT's presence within Korea.

Special Interest Groups

Christian Teachers SIG

By Heidi Vande Voort Nam

The CT-SIG online community (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG) provides an avenue for Christian teachers to contact one another and build a community. Over the last few months, Christian teachers have shared prayer requests, personal updates, and encouragement. Several job opportunities at Christian schools were also announced. In September, Brian Bissell posted some topic-based teaching material that addressed the issues of poverty and global warming.

At the international conference, some newer friends joined older members of the CT-SIG for a social lunch meeting. After picking up their conference lunch boxes, they beat the chilly weather with warm fellowship in the lobby of the music building. A number of Christian teachers attended Brian Heldenbrand's presentation on "Worship, the Bible, and Teaching English," which

addressed teaching the Bible in English in Korean churches. For the second year in a row, a pre-conference prayer meeting was available on Sunday morning, with Brian Heldenbrand presiding.

Extensive Reading SIG

By Scott Miles

The Extensive Reading SIG had a very successful KOTESOL Conference. The turnout to the Extensive Reading Colloquium at the Conference was amazing: over 70 people at an early Sunday morning time slot! The response from the audience was very positive, and we are looking forward to an even bigger colloquium next year. We also had our first Extensive Reading SIG meeting, which generated a lot of energy for the SIG. November 22 was the first Extensive Reading Symposium, a full day of presentations related to extensive reading, with Richard Day and Rob Waring as our plenary speakers. Our new projects include putting together a web site for the SIG. We have a lot of information from all the fall presentations on ER held in Korea, and the web site will be the place where ER-SIG members can access it, as well as participate in forums. See the KOTESOL web site for updates.

Research SIG

By David D.I. Kim

The Research SIG (R-SIG) is planning another full-day statistics workshop on "Using the Statistical Program SPSS" for 2009. The workshop will take participants step-by-step through the process of working with the statistical program SPSS, including data-coding, inputting, and manipulation, along with demonstrations of a number of statistical procedures and analyses, and interpretation of the statistical results. This workshop should prove to be useful for those conducting or planning to conduct language research towards a masters degree. If you are interested in participating in this workshop, please contact the R-SIG Facilitator, David D. I. Kim (contact information can be found in the *Who's Where in KOTESOL* section of this issue).

The R-SIG also has plans to continue offering other research-oriented workshops in 2009. Also planned are a number of collaborative research projects coordinated by the R-SIG for the R-SIG membership. Several collaborative research projects were conducted in 2008, focusing on a number of second language learning/teaching topics. We hope you will be able to join in these projects, or help start up a new project. No previous research experience is required to participate, only a willingness to learn about how to conduct research by doing one. If you are interested in participating, please contact the R-SIG facilitator.

If you have not done so, subscribe to the R-SIG at the KOTESOL web site: http://www.kotesol.org /?q=Research. Happy Holidays!

Science and Spirituality SIG

By Greg Brooks-English

The Science and Spirituality SIG has been in deep contemplation as of the past six months, partially due to the birth of my son, Noah, and the effort to care for him. However, many new and exciting avenues of research are beginning to present themselves. Of special interest is the effect of extensive reading in generating alpha brainwaves, which contributes to creating so-called "super-learners." Other areas of investigation look at ESL in indigenous peoples' communities, and the impact of meaning and purpose in the classroom and how it affects motivation. There is so much to study and share with everyone that it is sometimes challenging to know where to begin. If you are interested in more information, please email ksssg@gmail.com, or call Greg at 010-3102-4343. Email us to be on the email list for updates and meeting times. Our next meeting will be scheduled for the third Monday evening of March, from 7 to 9 p.m. Topic to be announced later. Until then, be well.

Young Learners & Teens SIG

By Jake Kimball

Happy holidays to one and all! We are the Young Learners & Teens Special Interest Group. Group members share an interest in teaching children and teenagers. KOTESOL members wishing to join our community are welcome to visit our Discussion Group and sign up at the KOTESOL web site. Looking back at 2008, we have had a good year, with problem-solution discussions that proved valuable to members. Unfortunately, we did not continue our annual YL & Teen SIG conference this year. Looking to 2009, it is my hope that we can plan early to have a YL event once again. It would also be great to liven up the Discussion Group with more regular posts by a greater variety of members.

In our most recent discussion online, we talked about the effects of critical thinking and critical reading. Aulia Djunaedi wrote about her ongoing research project, an investigation concerning middle school students' reading progress. Thanks go out to Joy Garrett and Linda Fitzgibbon, who chimed in with useful and practical advice.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By John Angus MacCaull

Well, fall has come, with winter on the way. The BG Chapter recently took in a wonderful presentation by

Tory Thorkelson on a teacher training program he created for bringing drama into the public school system. Our thanks go out to Tory for making the trip down to Busan, and also to KTT for sending him.

Several members made it up to Seoul this season for the International Conference, and the chapter is preparing for a new year. Our president for 2008, Jerry Foley, is returning to the US, and we wish him all the best back in the west!

Daegu-Gyeongbuk Chapter

By Elizabeth-Anne Kim

The Daegu-Gyeongbuk Chapter of KOTESOL has enjoyed three workshops this autumn. In his September presentation, entitled "Jazz Incentives: How Assessment Techniques Can Motivate Group Work," Peter Edwards examined the concept of willingness to communicate in rethinking the failings of group work. By focusing on the reasons for student reluctance to participate in group work, Edwards introduced the idea of allowing individual grading of group members and giving students power to grade one another in their groups. One of his colleagues detailed a similar scheme in class participation grading. Both reported increased participation in class.

Long-time Daegu-Gyeongbuk chapter member, Jo Jaeyoung, shared his strategy for using pop songs each week in his boys high school classroom. He provides the students with a book of songs for the year when school begins in March. By playing the music in the background during class "down times," he can introduce the song slowly over the course of the week and review it explicitly for only twenty minutes at the end of the week. He notes that the pop songs provide needed relief and powerful motivation for the high school students, who spend so much of their time cramming for their college entrance examinations.

Finally, Josette LeBlanc involved the November workshop attendees in a reading circle activity incorporating the discussion roles outlined in Harvey Daniels' book, *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*, to guide the discussion and promote motivation, learner autonomy, fluency, and accuracy. By simplifying the tasks designated to the participants rather than the texts themselves, LeBlanc has had success with student led discussions using authentic texts among middle school students.

Steve Lamb presented "The Role of Dialogues in the English Classroom" at the Chapter's December 6 meeting.

Gangwon Chapter

By Ralph Sabio

Because of the holiday season, Gangwon Chapter has been experiencing a slight decline in meeting attendance. Gangwon KOTESOL looks forward to having a wonderful start to the new year with some great presentations. All are welcome to attend.

Gwangju-Jeonnam Chapter

By Adriane Moser

We returned from summer break and Chuseok with a chapter meeting on September 20 at Chonnam National University. Chapter Vice-President Diane Syejeung Kim of Chonnam National University spoke on "Culture in the Language Classroom: Why and How," based on her experiences with the CNU Language Education Center's TESOL Certificate program. Jeremy Goard, also of Chonnam National University, gave a presentation on "Discourse Grounding of Nominals: Some Complexities in Definiteness and Possession." An enthusiastic group attended the meeting, including visitors from Seoul and Canada.

We held an outreach event in Suncheon at Suncheon National University on October 11. Chapter President Adriane Moser of Chonnam National University spoke on "Focus and Coherence in ELL Writing," and KTT speaker Sara Davila of Kyungpook National University Middle School gave a presentation on "Reading and Writing Strategies." Half the attendees were from the Suncheon area, making this a successful outreach event.

We returned to Chonnam National University on November 8 with Grace Wang of Yonsei University speaking on "Teaching Discourse Intonation: The Why and How" and Sef Kerwin presenting on the no-cost operating system LINUX. On December 13, we will finish the semester with a student mini-conference and holiday potluck dinner.

Jeju Chapter

By Jamie Carson

This fall has been an exciting time for Jeju Chapter. In September, we had an incredible presentation by Mary-Jane Scott on "Teaching Presentation Skills." This meeting was the largest meeting that Jeju KOTESOL had this year. Those who attended had great things to say about the presentation that carried over to coffee shops afterwards.

October was, of course, the International Conference. We were happy to see that some of our members traveled to Seoul to enjoy it. It was a great time of renewing enthusiasm and offering encouragement to the teachers that attended. It was also nice to see three members of the Jeju-do Office of Education attend. Our November meeting heralded a change in

leadership in our chapter. The former co-presidents stepped down and a new council was elected. Jamie Carson was elected President, with Darren Southcott and Alexa Bergman becoming Co-Vice Presidents and Kim Mi Ran remaining as Treasurer.

This month, all of the new council members attended the Leadership Retreat in Daejeon. It was immensely helpful and really assisted the Chapter officers to feel that they are a part of something bigger. We are also having a holiday dinner this month in place of our regular meeting. We hope all goes well and that we are able to reach out to other people in the community through publicizing KOTESOL.

Jeonju-North Jeolla Chapter

By Paul Bolger

It has been a quiet few months here at Jeonju-North Jeolla. July and August were lost to vacations and camps. Our modest September workshop saw two presenters: Paul Bolger's presentation, "The Question is the Answer," outlined a simple set of charts students can use to create answers from questions, and Joel MacDougald gave his creative angle on using music in the classroom.

October saw the annual international conference with many of our members presenting, volunteering, and in attendance. Brian Heldenbrand spoke on "Worship, The Bible, and Teaching English." Nancy Jo Marcet presented "Helping Your Students Become Organized Essay Writers." Tim Dalby talked about "Testing Times for Teachers." Allison Bill delivered "Creative Reading and Writing for Children" and "The Next Step: Professional Development." Tim & Kristin Dalby presented "Using Targeted Surveys to Inform and Improve Our Teaching." In addition to these presentations, Allison Bill was Registration Chair, Tim Dalby acted as the Programming Manager, Brian and Tammy Heldenbrand managed the Ambassadors, and Ingrid Zwaal was Stage Manager.

In addition to this outstanding representation of our Chapter at the international conference, two of our Jeonju-North Jeolla members are now National Council members. Phil Owen, after a productive year as President, steps into the role of Immediate Past President. Tim Dalby was elected to the position of 1st Vice-President.

Our promotions in the first half of the year seem to have been quickly forgotten, so we have been spreading the word again and boosting attendance at Chapter meetings. In November, Allison Bill gave a workshop on one of her international conference pieces, "Creative Reading and Writing for Children." In December, Aaron Jolly from KTT presented at our final meeting of the year. Jeonju-North Jeolla Chapter is always looking for people to help with local events and activities. If you

are interested in getting more involved please contact the chapter at northjeolla@yahoo.com.

Seoul Chapter

By Jennifer Young

After a refreshing summer break, the Seoul Chapter returned in September with a standing-room-only presentation on "Extensive Reading in Korean EFL Learning and Teaching," by Aaron Jolly and Scott Miles. Because of the International Conference, there was no meeting in October. November's topic, "Online Lessons to Link Classmates at School and Home," was led by Joshua Davies.

Robert Kim will lead December's workshop, "Seven styles in every classroom: Applying Howard Gardner's Multiple Intelligences Theory with Korean Learners." Due to the holidays, the workshop will be held on the second Saturday of the month, rather than the third. Immediately following the meeting, we will have our popular annual Christmas dinner at Toque restaurant in Itaewon.

The Chapter is currently accepting workshop proposals for the March Seoul Chapter Conference. The theme is *Beyond Survival in ELT: Reflecting, Adapting, and Thriving*. Please contact Don Payzant, Chapter Workshop Coordinator, at dpayzant7@alimni.sfu.ca if interested in submitting a proposal for the conference or for a monthly workshop.

Suwon-Gyeonggi Chapter

By Chang Myounghwan

On Saturday, October 18, the Suwon-Gyeonggi Chapter, held its 64th workshop at the University of Suwon. The presenter, David Mark Docherty, presented "A Discussion of Teaching English Through English," which fascinated all 30 participants. On a Saturday one month later, November 15, the Suwon-Gyeonggi Chapter held its 65th workshop at the University of Suwon. The presenter, Cara Steinberg, presented "Learning Styles in the TEE Classroom," emphasizing kinesthetic learning to 35 participants. Our next conference is set for the third Saturday of April, 2009.

Mijae Lee maintains an important role in the Chapter, serving as President. At the November meeting, Younggi Kim became our Second Vice-President. John McNeil, who works at Teacher Training Institute, is the Chapter's new outreach coordinator. Myoung Choi (Outreach Coordinator) became a teacher at Anyang Girls' Commercial High School last March.

Please visit our website: http://cafe.naver.com/ ggkotesol.cafe and enjoy newly updated video clips, photos, and teaching materials.   ⊕

[Compiled by Maria Pinto]

KOTESOL 2009 National Conference
CALL FOR PAPERS

May 16, 2009 Korea National University of Education

Submissions are invited for 50-minute presentations and workshops, and 30-minute poster sessions on the theme of:

PROFESSIONAL DEVELOPMENT: IMPROVING LEARNING BY IMPROVING TEACHING

Email title, abstract, and author biodata to: **national2009@gmail.com**

Deadline for submissions: December 31, 2008

Conference presentation research grants available: disin@chosun.ac.kr

2009 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is making available the following research grants for 2009:

1. **Two research grants** of up to 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year, and the results must be published in the *Korea TESOL Journal* or comparable journal within one year of completion. Applications due April 30, 2009.

2. **Five presentation grants** of 200,000 won each for academic presentations to be presented at the 2009 KOTESOL International Conference. The research papers of these presentations must be published in KOTESOL Proceedings 2009. These grants are designed to encourage new researchers and build presentation skills. Applications due March 30, 2009. Prepare now.

For further information, contact

Research Committee Chair David Shaffer at

disin@chosun.ac.kr or **kotesol@asia.com**

KOTESOL Kalendar

Conferences

Mar. 28, 2009. Seoul Chapter Annual Conference: "Beyond Survival in ELT: Reflecting, Adapting, and Thriving." Web: http://www.kotesol.org/?q=node/701. **Call for Presentations (Deadline): Dec. 6, 2008.**

May 16, 2009. Korea TESOL 2009 National Conference: "Professional Development: Improving Learning by Improving Teaching." Korea National University of Education, near Cheongju, Chungbuk. Web: http://www.kotesol.org/?q=node/686. **Call for Presentations (Deadline): Dec. 31, 2008.**

Calls for Papers

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

Chapter Meeting/Workshops

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

▫ For monthly meeting details, check individual chapters' event schedules at http://www.kotesol.org/?q=chapters

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

Dec. 6, 2008 The Applied Linguistics Association of Korea International Conference: "30 Years of Applied Linguistics in Korea." Seoul National University, Seoul. Web http://www.alak.or.kr/

Dec. 6, 2008. Global English Teachers Association (GETA) Annual Conference: "Developing Teacher Professionalism and Empowering Students." Jeonju National University of Education, Jeonju, Jeonbuk. Web: http://kagee.withch .net /index.html

Dec. 13, 2008. 2008 Korea Association of Foreign

Languages Education (KAFLE) Conference: "Foreign Language Teachers' Professional Development." Hankuk University of Foreign Studies, Seoul. Web: http://www .kafle.or.kr/

Jan. 16-17, 2009. KAPEE 2009 International Conference: "Primary School Teacher Training." Busan National University of Education, Busan. Web: http://www.kapee.org/conference/conference01.php

Oct. 30-31, 2009. Korean Association of Translation Studies (KATS) International Conference: "Translation and Globalization." Sookmyung Women's University, Seoul. Email: kats09_seoul@yahoo.com

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 Maria Pinto, Kara MacDonald, and David E. Shaffer.]

KOTESOL International Conference Proceedings 2008

Submissions are invited from all Conference presenters.

Inquiries and/or submissions to: 08kotesol.conf.proc@gmail.com

Deadline for submissions: March 15, 2009

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[Compiled by David E. Shaffer]

Leadership Retreat, December 6-7

Making good things happen.

Look for the details in the next issue of TEC.

KOREA TESOL
MEMBERSHIP INFORMATION

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

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

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

Regular Membership: Annual dues are 40,000 won.*(Web site.)*

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

International Membership: Annual dues are US$ 60.00.*

Lifetime Membership: Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership: See our web site.

∗ **Period of membership**: 12 months from the month of application to the end of the 12th month following that date.
* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

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

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

HOPE *(Helping Others Prosper through English)* is a new non-profit organization, established and run by Canadian teachers who are looking to make a positive impact on the communities where they live.

The objective is to provide a safe and accessible place for underprivileged children to develop their English skills and equip them for a brighter future in further education, free of charge. HOPE are looking for passionate individuals who want to experience a life-enriching opportunity by dedicating their time to a worthwhile cause. If you are interested in volunteering, please visit www.alwayshope.or.kr for more information.

Constitution & Bylaws of Korea TESOL

Constitution

(Adopted April 1993; Amended October 1996, March 1998, October 2007, October 2008)

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. Majority.
1. The term "majority" in KOTESOL shall mean a simple majority (greater than 50%) of valid votes cast for the measure or office under consideration, where invalid votes are those that have been found illegal, illegible, ineligible, replicate, or left blank or indicate "abstention" or words to that effect.
2. Where several measures or offices appear on a ballot, a ballot shall not be invalidated in whole because any portion(s) have been found invalid.
3. Where a single vote includes a selection not included for the item under consideration, that single vote shall be an illegal vote. In the case of write-in votes, where such a write-in option is offered on the ballot document, the candidate so identified must be eligible to hold office under the provisions of the KOTESOL Constitution and Bylaws, or else such a vote shall be considered an illegal vote.
4. Where less than two-thirds of the vote counting committee, as constituted prior to the commencement of vote counting, concur in the identification of the selection in a vote, that vote shall be an illegible vote.
5. Where a vote is submitted by any person or entity not eligible to vote under the provisions of the KOTESOL Constitution or Bylaws, that vote shall be an ineligible vote.
6. Where more than one vote is submitted by a member in good standing on the same matter or office under consideration, all votes by that member for the item or office under consideration shall be replicate votes.

VII. 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

World Calendar

Conferences

Dec. 1-5, 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

Dec. 4-6, 2008. ESEA Conference 2008: The 13th International Conference on English in Southeast Asia: "Englishes and Literatures-in-English in a Globalized World." National Institute of Education, Singapore. Email: zahra.hassim@nie.edu.sg Web: http://www.ell.nie.edu.sg/innerpages/news_n_events/esea/esea.htm

Dec. 4-7, 2008. CLaSIC 2008: The Third CLS International Conference: "Media in Foreign Language Teaching and Learning." National University of Singapore. Email: clasic2008@nus.edu.sg Web: http://www.fas.nus.edu.sg/cls/clasic2008/

Feb. 21-22, 2009. The Fifth CamTESOL on English Language Teaching: "The Globalization of ELT: Emerging Directions." Phnom Penh, Cambodia. Web: http://www.camtesol.org/2009conference/index.html.

Mar. 26-28, 2009. The 43rd Annual TESOL Convention and Exhibit: "Unchartered Mountains, Forging New Pathways." Denver, Colorado, USA. Web: http://www.tesol.org/ s_tesol/convention2009/

Mar. 31 - April 4, 2009. The 43rd Annual International IATEFL Conference and Exhibition. Cardiff, UK. Web: http://www.iatefl.org/content/conferences/2009/index.php

Apr. 11, 2009. The 3rd Conference on College English: "Opportunities and Challenges for Teaching and Learning." National Chengchi University, Taipei, Taiwan. Call for Papers: February 2, 2009.

May 16-17, 2009. The 26th Conference of English Teaching and Learning in the R.O.C.: "Holistic Approaches to English Teaching and Learning." National Tsing Hua University, Hsinchu, Taiwan. Call for Papers: December 15, 2008. Email: cyuchen@mx.nthu.edu.tw

Aug. 7-9, 2009. The 7th Asia TEFL International Conference: "Creativity and Collaboration in English Language Teaching in Asia." Bangkok, Thailand. Call for Papers: March 1, 2009

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 Maria Pinto, Kara MacDonald, and David E. Shaffer.]

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.