

The Newsletter of Korea Teachers of English to Speakers of Other Languages March 1999, Vol.3 No. 2

## Operation: Language

*by Marti A. Dechesne, Gabrielle Goodwin, Laurie Baker and Dong Wan Cho*

Students with personal resources have myriad opportunities to choose among intensive English programs offered by universities and private organizations in native English speaking countries, but instead of moving the students to the mountain, why not move the mountain to the students. In addition to the expense, students often lack the confidence and skills to make the sudden and complete plunge into another culture. The intensive English program initiated in 1996 at Pohang University of Science and Technology in Pohang, South Korea focused on creating a language environment that provided communicative opportunities with native English speakers in authentic situations without leaving the country.

The POSTECH Live-in English Program (PLEP) is a 5-week intensive English program that was originally designed in 1996 to improve students' English skills and cultural awareness through an intensive program of formal classroom instruction with native English teachers and through informal activities with native English speaking college students. The second PLEP's focus (Winter 1997) centered on improving specific skills in

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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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the Newsletter of Korea Teachers of English to Speakers of Other Languages

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# The English Connection

is a publication of  
Korea Teachers of English to Speakers of Other Languages

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printed by **Seo-Jin Printing** 9-61 Joong-dong Dong-gu Taejon



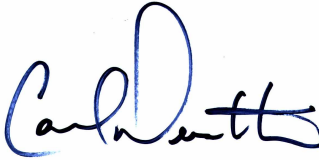
*The English Connection*, published six times a year, bimonthly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL) (a membership organization) and is distributed free of charge as a service to the members of KOTESOL.

Advertising is arranged through Jeff Kim at the KOTESOL Central Office. Email <KOTESOL@chollian.net>

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# Cooperation and Collaboration



## President's Message by Carl Dusthimer

The winter break was an enjoyable one, but also one that saw continued development internationally for Korea TESOL. I represented KOTESOL at the Thai TESOL conference, January 20-22, in Bangkok. It was a very well put together event. The keynote speaker was H. Douglas Brown from San Francisco State University. The reason I mention that is that during his opening address he advocated, again and again, more inter-organizational cooperation and more collaboration among teachers. These are things that KOTESOL is also advocating in our work within Korea and internationally, with our PAC partners.

We also held a Pan Asian Forum, where ideas were exchanged and various research areas were discussed, ones where collaborative research might be possible among teachers from different Asian and non-Asian contexts. One such area, brought up by a Thai colleague, is exploring the meaning or significance of students' silence in the classroom. Does silence in an ESL classroom in North America mean the same as silence in an Asian classroom? Unfortunately, this person wouldn't stop talking about silence. That is, until half of the audience was staring at her with smiles of incredulity. She got the point. We had participants from the US, Japan, Thailand, Hong Kong and Taiwan. Judging from the degree of

interest, I think there will be many more such forums at future conferences.

The following day we had a PAC2 meeting attended by Thai TESOL, JALT, and ETA-ROC representatives, some publishing representatives, as well as Dr. Jodie Crandell, a board member from ETS. I described all of the activities going on in Korea in preparation for the conference, from PR to fundraising to the PAC2 Marathon to the Asian Youth Forum (AYF) to the Focus On Materials (FOM) project. All were duly impressed with the progress to date and were particularly interested in the Focus On Materials and AYF, the former because of its practicality and promotion of collaboration among teachers, and the latter due to the potential of involving youth, the hopeful beneficiary of our collective efforts. I was especially glad to see the enthusiasm from Thai TESOL in encouraging TT members to come to Seoul for the conference. Previously, because of the economic situation, we expected only 10 participants, but now we could have as many as 30-40. I also unveiled the new PAC2 poster, some Korea TESOL T-shirts and pins, as well as the TEC and the Korea TESOL Journal. Oohs and ahhs all around.

I had a chance to do some networking with our PAC partners and others at the conference. And after some discussion, it was decided that representatives from the Partners and other ELT organizations in Asia (possibly Malaysia, the Philippines, Singapore, among others) will meet in Princeton, at the invitation of ETS, after the TESOL Inc. conference in New York, to discuss the future of the PAC project.

I also continued work with Tom Farrell, editor of our first Korea TESOL Journal, on the Pan Asian Journal, which will be a culmination of the PAC project (again with JALT and Thai TESOL). Also, while in Singapore, I had a chance to meet Dr. Goh, the incoming Director of RELC (Regional English Language Center), and the head of the English language unit at RELC. They were quite interested in the education reforms for English in Korea, and about what Korea TESOL and the other ELT organizations are doing here. They were also very interested in the PAC project and the potential it has for promoting cooperation among ELT organizations in Asia. Dr. Goh was also interested in the possibility of developing some kind of official relationship with Korea TESOL. RELC has one of the best, if not THE best, ELT libraries in Asia, and I presented them with a copy of the Korea TESOL Journal. They hope this will be an ongoing practice.

In conclusion, we are continuing to develop our relationships with other organizations in the Asia-Pacific region. In doing this I hope that the members of Korea TESOL will be encouraged to take advantage of the opportunities to collaborate with teachers abroad, present their ideas at joint conferences, and join in this ever-widening network of teachers to explore the teaching and learning of English in Asia.

## Operation: Language

*-cont. from front page*

response to the mandate introduced by the President of POSTECH that student graduation requirements will include a minimum score of 550 on the Test of English as a Foreign Language (TOEFL). This article will briefly describe the evolution of the PLEP program, but more closely will focus on reporting on the effectiveness of the

### Model of Winter 1997 PLEP

The Winter 1997 PLEP was held from January 6, 1997 to February 6, 1997. A unique feature of the PLEP program was the combination of academic classes taught by seven professors and the extra-curricular activities, which were led by 15 North American college students (referred to as group leaders).

A total of 113 1<sup>st</sup>-year POSTECH students from a variety of technical and

pronunciation, and by participating in various group activities to improve their overall TOEFL scores. The academic classes consisted of a 2-hour video/listening class in the morning and in the afternoon, a 1-hour TOEFL preparation class and a 1-hour conversation class. All professors in the courses were assigned the same texts. There were seven sections of classes with approximately 16 students in each. A description of the content areas follows:

**Video/Listening:** Each professor taught the video/listening class using the text *Focus on Innovators and Innovations* (Duffy, 1993). In this section the students concentrated on strategies for understanding authentic, unedited video clips from American news broadcasts which were supplemented by an accompanying textbook with exercises to aid the student in exploring, analyzing, discussing, and writing about the content of the broadcasts. In addition, during this time slot, once a week students presented individual or group speeches which may have included a process speech, persuasive speech, or a speech involving research.

**Conversation/pronunciation** with the aim of helping students in oral skills by engaging them in interactive speaking with activities for conversation strategies, problem-solving exercises, and preparation for delivering presentations. Recognizing and improving typical pronunciation difficulties were additional goals using the text, *Clear Speech* (Gilbert, 1993).

**TOEFL preparation** class in an effort to familiarize students with test-taking procedures as well as strategies to improve speed and efficiency in taking the TOEFL. The text, *Longman Preparation Course for the TOEFL Test* (Phillips, 1996), was used in this class. Additionally each professor used supplementary materials in accordance with his or her own teaching preferences for all the classes.

Once a week, one or two of the professors gave a 20-45 minute talk on a subject related to North American culture or of personal interest. The entire student body plus group leaders attended the presentation and students, with the help or input of group leaders, were re-

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## Students . . . have myriad opportunities to choose among intensive English programs offered by universities and private organizations in native speaking countries, but instead of moving the students to the mountain, why not move the mountain to the students.

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program and determining what aspects of the simulated immersion program were deemed most successful from the participants' viewpoint by using the Winter 1997 as a model.

### MISSION BRIEFING:

For the first PLEP in the summer of 1996, POSTECH contracted the University of Maryland, one of its sister universities, to design the intensive English program. The two teachers from the University of Maryland planned the program which included as staff members two POSTECH English teachers (American), and two North American college students to work as group leaders along with six Korean college students who had lived in America for long periods of time. Sixty POSTECH students participated in the first PLEP which consisted of academic classes in listening and speaking for four hours daily and informal activities (discussions, simulation games, extra-curricular activities) with group leaders for an additional four hours a day. There were no specific TOEFL preparation classes and no TOEFL testing.

scientific departments participated in PLEP. The students resided in the college dormitories, along with the North American college students, while taking the course to foster a more natural communication community, which extended outside the regular academic environment. Prior to the commencement of PLEP each student was scheduled for a 10-minute interview with a group leader (acting as discussion partner) and two professors, as observers whose role was to rate students for placement in the classes.

The aim of having the group leaders present during the interview was to reduce the stress of the students and to provide the professors with an opportunity just to listen and evaluate the range of English skills.

The objectives of the Winter PLEP focused on improving listening and speaking skills, as these were the areas that students indicated were their weakest. The goals for the Winter PELP as stated in the introductory faculty material was for students to become aware of their individual learning objectives, to improve their listening skills, to improve their oral communication skills by learning new vocabulary, practicing

quired to write a short summary of the presentation to be turned in to their morning class teacher. The topics included the birth of the university system and Montpellier, France; the quest for the Northwest Passage; the evolution of the English language; and the American frontier spirit.

#### **MISSION EVALUATION:**

Overall there was an average gain of 13.5 points on the post-test TOEFL. Results indicate that 66.6% of the students increased their scores on an average of 23.7 points, 9.5% scored the same, and 22.6% scored lower on the post-test with an average loss of 11.4 points (See below).

#### **DEBRIEF:**

A student questionnaire was developed and piloted during the first PLEP program in Summer 1996. Changes were incorporated in the second questionnaire, which contained both open-ended and closed questions. The student evaluations were distributed and collected the same day as the final TOEFL administration. In general, the majority of students (77%) was satisfied with the program and stated that their English improved (66%) through this program, specifically in the areas of listening and speaking (89%). On other general issues, students were equally divided concerning the relative length of the program; 49% felt that 5 weeks was long or too long, and 45% felt that it was short or too short. Most students (63%) indicated that the rule was reasonable that students who missed more than 10 hours of classes had to leave the program. Most students (60%) felt that the English only policy was observed to a certain extent. On the policy issue that in the future the university will only pay half of the tuition, 43% of the students said that they would participate again in the program, 40% would not and 18% were undecided. The most successful extracurricular activities were the skit contest, language games, and guest speakers. Students indicated they were also satisfied with the field trips and final projects but to a lesser degree. The Internet classes were considered to be the least favored.

The 5-week POSTECH Live-In English Program can be considered a success

based on the criteria that were used: student evaluations and the students' performance on the TOEFL. Overall students reported a self-evaluation of improvement in their English skills, specifically in the areas of listening and speaking. On the TOEFL, the average increase in total points was 13.5, 66.7% of the students increased their total score performance, and the subtest which showed the most improvement was the listening comprehension. Because of the absence of a control group, these scores and data are reported in terms of trends and observations. There is no claim as to cause and effect. The overall program was rated as satisfactory or above with the exception of the Internet classes. In this area future PLEP programs might be better served if this part of the program was more structured with specific goals and ac-

lowed their own preferences in fulfilling the requirements. The portfolio contained a summary of the guest lectures, email and Internet worksheets, summary of group leader presentations, discussion worksheets, and peer evaluations of presentations. The TOEFL classes of the PLEP focused on grammar and structure skills. According to the student evaluations, 95% reported an improvement in their English skills and 90% said their English improved in the areas of listening and speaking. The components related to the success of PLEP and supported in the literature include interaction of native English-speaking students with students in planning and participating in extracurricular activities (Seymour & Messinger, 1995), high teacher proficiency in English (Gradman & Hanania, 1991), and a learner-active, content based curricu-

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**The goals . . . were for students to become aware of their individual learning objectives, to improve their listening skills, to improve their oral communication skills by learning new vocabulary, practicing pronunciation, and by participating in various group activities to improve their overall TOEFL scores.**

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activities and guided and directed by technologically and pedagogically competent personnel. The other components of the program including regular academic classes (conversation, TOEFL, and video), and extra curricular activities (language games, skit contest, final project, guest speaker and field trips) were rated satisfactory or above.

The third PLEP with 40 students was held in Summer 1997 and shifted from a skills-based to a content-based program. The courses were structured around five topics: introduction and Korean culture, immigration and race, poetry and music, women and work, and movies and technology. A Culture Exchange Portfolio was added in an attempt to give students more responsibility for their own learning.

Topics were assigned but students fol-

lowed (Williams, 1993) which incorporates listening comprehension skills using native English speech and exchange of knowledge about North American culture.

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University of Science and Technology. Laurie Baker received her MA in language studies/TESOL from California State University, San Francisco and her BA in English from UCLA. She also holds a California Single Subject Teaching Credential in English. Ms. Baker worked as a secretary, artist, and publisher before becoming a teacher 11 years ago. She has taught English and ESL in a California high school and at university intensive English as a Foreign Language programs in California and Michigan. Dong Wan Cho was awarded his doctoral degree in language testing and master's degree in TESOL from the University of Illinois at Urbana-Champaign. He holds a certificate in Second Language Acquisition and Teacher Education.

-Excerpted from an article of the same name, first published in *American Language Review*® (July/August 1998), and available on the web at <http://www.alr.org>. Printed with Permission.

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***For more information, contact Rachel Phillips (Chapter President), listed above.  
Or Brian Heldenbrant (Cholla Kotesol Secretary) at brian1@soback.kornet.nm.kr,***

**Full Page Ad**

*Editor's Note: I am grateful to Kirsten Duckett of Seoul National University for taking up the torch on the subject of World Englishes. I am sure that her anecdotes will raise similar memories and the occasional smile across Korea. A.T.*



## World Englishes

*by Kirsten Duckett, Seoul National University*

British English has a more conspicuous intonation pattern than American English; I'd like you to change your American monotone." -Words spoken by an administrator who had as much commitment to World Englishes as he did to faculty morale.

"I'm worried that the students will have trouble understanding you as an Australian." -Job interview quote from a man who makes his living off of providing students with the tools to understand what they don't automatically grasp.

"I don't like your English." -Free translation of either of the two quotes above.

Statements such as the above bring up two basic issues: a) there are different varieties of English; and b) people value them differently. In this article, I'd like to touch upon these one at a time.

Despite an active interest in diversity in language and especially in English, I am not personally conversant in multiple varieties of English. Although I know something about divergent vocabulary, pronunciation and grammar, I haven't really mastered any variety of English other than my native northeastern USA dialect.

Predictably, I can't know of all the gaffes I have committed against World Englishes during my travels but I will share an obvious and memorable anecdote with you about my first trip to En-

gland. I phoned from the station to tell a stranger who was coming to pick me up how he could easily identify me. "I'm wearing black pants." Perhaps a Marilyn-over-the-air-grate image flashed through his mind, but when he found me, he discretely refrained from checking what was underneath my black trousers.

Much more than my personal travels, my experience and role in the English language classroom has given me tremendous exposure to varieties of English other than my own.

Thankfully my students have many more resources in their study of English than just me; the fact that input they receive may differ from my preferred usage is inevitable. I know that I have plenty to teach my students if only in terms of opportunities for practice without getting territorial about language variety. Why should I need to enlighten a student about using 'photocopier' when 'copy machine' is just as functional? Especially as an EFL teacher, why should I insist on student's "calling me about the lecture on the weekend" when "ringing me about the lecture at the weekend" is just as timely? And while we're on the subject, is it relevant whether s/he uses the 'hand phone' the 'cell phone' or the 'mobile'? Why make a distinction between "Good job!" and "Well done!?" Whether or not one accepts language diversity as manifestation of change over time, we should face up to the language which people

actually use - "there's lots of changes."

How can we give guidance to students when there is such diversity in Englishes? The same way as when there is diversity within the language variety we have mastery of. First of all, we have to inform ourselves. As professionals, it is our responsibility to pay attention to

these dynamics and to minimize our ignorance, learning as we go. At least as important is not to make pronouncements about what you don't know. I once concluded out loud that a student was mistakenly translating from his native tongue when he said "take a decision" only to see the very same phrase the following day printed in 2-cm high letters in the British Independent.

In many ways, living abroad has taught me to be humble. There's a lot I don't know. When I hear people who've never been to my native country making pronouncements about "American" views on junk food or bilingualism, for example, I think: "I don't ever want to act so dim and arrogant," and it is a genuine relief to know I don't have to.

There's a big difference between being an "authority" and being an "authoritarian" even when expectations for a native speaker run high. Claiming that Confucian learning styles push you into authoritarian behavior is self-deception. "I don't like [that] English" is not an appropriate comment from a TESOL professional. On the other hand, it is not a cop-out to say, "I wouldn't say that" if it is true. It is also important to add when appropriate "in [X region], that [expression] might be taken to mean . . ." When used honestly, the disclaimer "where I come from, we say . . ." can be informative as well as bea saving grace.

The Connection  
English

Wants your help

Writers, columnists, editors and reviewers are encouraged to volunteer

Contact the Editor-in-Chief, Kim Jeong-ryeol, for information.

The New Year is a popular time to make new beginnings and changes. So, keeping in step with the new school year, the "Name That Member" column now has a new name, "Membership Spotlight". This column will continue to highlight and give recognition to some of the many special people who have contributed so much time, energy, and creativity to KOTESOL.

The members featured for this edition of TEC are from the Pusan and Seoul Chapters. I'd like to first introduce Jane Hoelker, an American, who taught at Pusan National University for one year and is now working at Seoul National University.

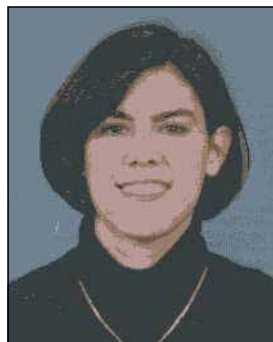
Ms. Hoelker is the Public Relations Chair of KOTESOL and is a Public Relations Co-Chair and Research Coordinator for PAC2. The Public Relations sector of KOTESOL is now working with the PAC2 Corporate Outreach Committee to publicize the work of KOTESOL and to establish links to community and corporate funding to support KOTESOL activities.

Previously, Jane taught for ESL in Kangnam-ku for Sisayongosa (1984). In '85 she became the Academic Director for their Pusan school. In '86 she went to Japan and taught EFL there for 12 years. She was the National Program Chair of JALT for four years, and was very involved in the international conference; an experience she says was fascinating though very intense.

Jane has presented at more than 15 JALT Chapters and at TESOL Inc. on "Learning Styles". She has also spoken on "Action Research", "Journal Writing", "Right/Left Brain Activities" and the Pan-Asian Conference series. She has publications on the same topics.

## Membership Spotlight

edited by Darlene Heiman



Prior to living in Asia she was a Peace Corps volunteer in Rwanda and Mali (Africa); she also taught in high and junior high schools in Pennsylvania.

Currently Jane is an MA candidate at the School for International Training in Brattleboro, Vermont. She highly recommends their program and thinks it will have a lot of influence on the direction in which her life goes. She also holds an MA from the University of Wisconsin at Madison and a B.A. from Gwynedd Mercy College, Philadelphia, both in French Literature.

Jane uses a variety of activities and projects that are interesting to motivate students to work on English outside the classroom. Some examples are: a film project, that students wrote, directed and produced; internet keypal reports; and participating in the International Writing Exchange with Ruth Vilmi's class at Helsinki University of Technology. (see Ruth's home page <<http://www.hut.fi/~rvilmi/indes.html>>)

Travel is her favorite hobby but she also enjoys swimming, bike riding, tennis, reading, and experimenting with cuisine from other cultures.

Next is Shelby Largay, also American, who has taught at Korea Maritime University in Yeongdo since 1998. Previously, she spent one year at Pusan Kyungsang Junior College.

Shelby became involved in KOTESOL soon after arriving in Korea and was elected secretary of the Pusan Chapter in October '97 and is now its Second Vice President. She plans to do a presentation at the next Pusan Chapter conference in May.

Her home town is Winchester, Virginia, one hour west of Washington D.C.. She holds an M.A. in Linguistics and a TESOL Certificate from George Mason University in Virginia (1996). She received a B.A. in International Studies from West Virginia University (1992). Shelby has taught ESL/EFL for the past five years in the U.S., Taiwan, and Korea.

Games, songs and activities are utilized in her classes to make learning English interesting and fun. She says she tries to use activities that will build her students confidence. As most of her classes are large and many students are shy speaking in front of others she relies a lot on pairwork and small-group activities.

She plans to stay in Korea for at least another year and would like to stay in Asia for several more years. Eventually, she'd like to travel to other parts of the world or return to the U.S. and teach at a university there.

Her hobbies are reading, writing, and travelling. Since coming to Korea she has been to Japan, Vietnam, Thailand, Taiwan, and China.

## Teacher Development

Join us online. Send an e-mail message with "sub KOTESOL-L (your name)" as the message body to <[listserv@home.ease.lsoft.com](mailto:listserv@home.ease.lsoft.com)>.

**THE 1999 KOTESOL PUSAN CHAPTER CONFERENCE CALL FOR PAPERS**

*Moving into the Millenium: New Visions for New Times*

**May 8, 1999 in Pusan, S. Korea**

**The deadline for receipt of proposals is March 31, 1999**

The '99 Conference Committee invites presentation proposals in all areas relevant to teaching and learning English in the environment of NE Asia, specifically Korea. Presentations will be limited to 50-minute slots. Post, fax, or e-mail your proposal to:

Terri-Jo Everest  
Pusan University of Foreign Studies  
I.L.E.C.  
55-1 Uamdong, Namgu  
Pusan 608 738  
SOUTH KOREA

Office Fax: +82- (0)51-642-9387  
**(Write "To Terri-Jo" at the top of the fax!)**  
Office Phone: +82-(0)51-640-3228  
Beep: 015-7905-5596  
E-mail:\* <teverest@taejo.pufs.ac.kr> AND  
<teverest@hotmail.com>

\* E-mail is preferred. If e-mailing, please send to both e-mail accounts above.

**IMPORTANT INFORMATION**

1) Note that proposals must be received by March 31, 1999. 2) By mid-April, those submitting papers will be notified concerning acceptance. 3) Please notify Terri-Jo Everest directly of any change in address.

**THE 1999 KOREA TESOL PUSAN CHAPTER CONFERENCE  
PRESENTATION PROPOSAL**

Presentation title (*maximum 9 words*): \_\_\_\_\_

Type (check one):  Workshop  Paper  Paper/Workshop  Panel  Colloquium

Level (check all that apply):  Elementary  Secondary  University  Adult Education

Equipment needed (check all that apply):  OHP  VCR/TV  Cassette  Computer

Number of presenters for this presentation: \_\_\_\_\_

List the following contact information for each presenter (Use a separate sheet if necessary):

Name: \_\_\_\_\_ E-mail: \_\_\_\_\_

Work phone: \_\_\_\_\_ Home phone: \_\_\_\_\_

Affiliation: \_\_\_\_\_ Fax: \_\_\_\_\_

Address: \_\_\_\_\_

**Biographical data:** Write a brief personal history for each presenter. *Use the third person* ("he", "she", NOT "I"). Maximum length: 100 words. Use a separate sheet if necessary.

**Use a separate sheet for your abstract.** Include the title, presenter's (presenters') name(s), and affiliation on each proposal submitted. Maximum length: 150 words.

*For more information, contact Terri-Jo Everest (President) above or  
Jeanne Baek (1st Vice President) at 019-551-0246 or jeannb@hotmail.com*



*Editor's Note: Hello and happy New Year. This is my first issue as editor of the Cultural Corner. I'm looking forward to reading your submissions. For upcoming issues, I'm especially interested in topics concerning the influences of Western popular media upon teaching and learning English in Korea. Of course, all topics will be considered. Ed.*



## Culture Conflicts in Teaching English Around the World

*Paul Robertson, EPIK Instructor, Pusan*

Over the past seven years I have lived in Greece, the Czech Republic and Korea, teaching English to groups ranging from Middle school, High school and University, to business English courses.

### GREECE

Two mediums of teaching English exist in Greece: the under-funded public education system and the "Frontesterio" (private English schools).

The public school system of English is similar to Korea's. English courses are limited to 3-4 lessons a week, taught by a Greek English teacher using the grammar translation and comprehension models with little attention paid to the communicative model.

School finishes at one p.m. and then the Frontesterio begin. These are strictly controlled by the PALSO federation (semi-government) which polices very high standards of English teaching. Students receive five lessons per week, and, depending upon their age, will receive one or two lessons from a native teacher, who will teach 'supplementary' materials and or conversation lessons.

There are two competing private school examinations. The first is the local PALSO test ranging from elementary to higher levels. The exam time is generally five hours for upper level students, and they are examined in all areas of English. The second widely used exam is the Cambridge (First certificate, Advanced, and Proficiency) exams, administered by Cambridge University.

Whilst in Greece, I was instructed not to teach or discuss three areas, namely, religion, politics or sex. Any such discussion was strictly taboo. One had to be very careful so as to avoid these areas, however, students at times misunderstood the 'spoken word' and we teachers invariably finished up defending ourselves against a parental complaint!

Living in Greece, one was touched by the influence of the Greek Orthodox Church. Religious holidays such as Easter and Christmas were reverently celebrated, with Easter being the most memorable event. Just before Easter all churches would re-enact Jesus' mournful funeral procession, followed one week later by the priests' chants of 'Christ is risen'.

### THE CZECH REPUBLIC

From Mediterranean Greece I traveled to the cold Czech Republic where I taught for two years. In contrast to Greece, I was told that no subject was taboo, and I should candidly discuss any subject, for as I learnt, this country had been intellectually starved by forty years of communism.

Languages are a vital part of the Czech public school education. English is first, followed by German and Russian. The vast majority of students take English as their first foreign language. For graduation to a University, a high school student chooses a random topic from a list of fifty subjects, ranging from "My daily life," "English Literature," "American literature or political systems," to subjects such as "The advantages and disadvantages of NATO." The student must then speak fluently for fifteen minutes and answer examiners' questions on that topic.

Language class size has been set by the Education ministry at fifteen to eighteen. Students attend three or four English lessons per week, with the native teacher (in almost every school) teaching both Conversation and Course work. The demands on a native teacher are high, for he/she must be able to lecture on all of the fifty exam topics. The students have a very high standard of English and most can converse fluently and knowledgeably on any topic. Inter school

English debating competitions are also the norm.

### KOREA

So how do I compare English Education in Korea to Greece and the Czech Republic? The level of spoken English in Greece and the Czech Republic is very high at all school levels. In Greece written English is emphasized, whilst in the Czech Republic it is not an issue for exams are all oral.

Greece publishes many its own English textbooks, with topics specifically pertaining to Greece, and Frontesterios generally use the 'Cambridge' range of books, and one or two excellent series published in Athens.

The Czech Republic is not so fortunate, for years of communism buried anything pertaining to western life, but nowadays schools are beginning to use the 'Headway' range of books. Here, private schools are not so common except in the main cities of Prague and Brno. However, they are more akin to hogwons in Korea than the professionally organized Greek Frontesterios. Summer schools in the Czech are usually set in Southern Moravia, close to the wine districts, luckily for the teachers! These are two-week immersion courses.

Another major difference between Korea and the Czech Republic is the relationship between students. Romance blossoms early in the co-ed Czech schools, and there is no hiding of the emotions!

A final area of difference is students' behavior. Greeks on the whole were respectful, but not of material things surrounding them. Czech students were just a delight. Teenagers acted with the decorum of adults, and expected to be treated as adults.

### THE AUTHOR

*Mr. Robertson, originally a lawyer in Australia, is currently a 2nd year EPIK teacher in the Dong-Bu District, Pusan. He is also the author of two internationally released fiction novels, A Minute's Silence for the Apocalypse, and Cafe du Congo.*

Email: <birp@chollian.net>

# KOTESOL 1999 Spring Drama Festival

May 15, 1999 at 2:00 PM  
Hannam University, Liberal Arts Building

Come one, come all! Enter your students in the fun and entertaining KOTESOL Spring Drama Festival sponsored by the Taejon chapter. All ages, all abilities welcome. The aim of the festival is to give students a chance to use their English in a new and exciting way; so acting ability is not important. If you'd like to enter your students in the festival, please fill out this form completely and send it back to William Schmidt by April 30<sup>th</sup>.

KAIST Language Institute  
373-1 Kusong-dong, Yusong-gu.  
Taejon. 305-701

Tel: 042-869-4691  
Fax: 042-869-8730

Name of School/Institution \_\_\_\_\_

Level (check one)  elementary  middle school  high school  university

Name of your group \_\_\_\_\_

Name of group leader or faculty advisor \_\_\_\_\_

Telephone number \_\_\_\_\_ E-mail \_\_\_\_\_

Fax number \_\_\_\_\_

Member Names (maximum of ten)

- |          |           |
|----------|-----------|
| 1. _____ | 6. _____  |
| 2. _____ | 7. _____  |
| 3. _____ | 8. _____  |
| 4. _____ | 9. _____  |
| 5. _____ | 10. _____ |

Type of play/skit  Comedy  Drama  Other

Title of your play/skit \_\_\_\_\_

**MAKE IT FUN, CREATIVE, AND REWARDING!!  
WE VERY MUCH LOOK FORWARD TO YOUR  
DRAMA PRESENTATION.  
COME JOIN US!!!**



As an introduction to the issues of Education in Korea, which is the subject area for this new column, the following article, originally appearing on Thursday, December 31, 1998 in the Korea Herald, is reprinted here in its entirety with the permission of the Korea Herald.



## Chronic Education Problems Prompt Reform in '98: Year-end Review

*Kim Kyung-ho, Staff Writer, The Korea Herald*

The problems underlying Korea's education system erupted in a series of scandals this past year, reinforcing the need for the government to carry forward drastic reforms.

Most shocking was the disclosure in August of an illegal private tutoring scam, in which scores of rich and prestigious families had paid enormous sums to hire professional tutors for their children. In a country where success in life depends upon entering a top university after high school, the amount of money and illegality of the act struck a note of anger with the public.

Caught in the web of investigations into the scam was Sonu Jung-ho, President of Seoul National University (SNU). His daughter was found to have received illegal private tutoring arranged by Kim Young-eun, the owner of a private education institute located in the upper class district of Kangnam, Seoul. Sonu resigned as president of SNU after the scandal broke.

In all, the Ministry of Education revealed the names of 22 parents who had paid more than 10million won each to the private institute's owner Kim. The announcement was the first disclosure of it'skind in the nation, where the rich and powerful enjoyed relative impunity for such breaches of the education law.

Under the current law, all private lessons are banned except for regular courses offered at authorized private education institutes and tutoring by college or university students.

Adding to the surprise was the arrest of several high school teachers who received 10 percent commissions from Kim for soliciting parents of rich students to hire the illegal tutors.

Figures from the Education Ministry estimate Korean parents spent more than 9.6 trillion won on legal and illegal private tutoring for their children last year. The sum was a 70 percent increase from 1994.

Just when the public thought it couldn't get any worse, Education Minister Lee Hai-chan himself became embroiled in controversy over the hiring of a private tutor for his daughter. After his appointment last March, Lee said his daughter, who entered a university in Seoul this year, received inexpensive private math lessons from a graduate school student last year. But a local daily revealed in October his daughter had received private tutoring from the wife of the graduate school student for four years since Lee's daughter was a middle school student.

Although the controversy didn't dethrone Lee from his post, the embarrassment to his reputation as the leader of educational reform-part of which was aimed at eradicating illegal private tutoring-was considerable.

In efforts to place school education back on track, Lee's ministry announced two sets of drastic reform measures in October, which will overhaul criteria for college entrance and change life at lower-level schools, respectively.

The packages, described by one ministry official as the "most drastic and extensive," were part of the education reform drive the administration of President Kim Dae-jung has been pushing since his inauguration last February. President Kim has urged education policymakers to relieve students of the

rigorous course of narrow study which stifles creativity and is aimed only at getting into a few prestigious institutions of higher learning.

"We will continue efforts to ensure students will enjoy going to school and realize their maximum potential," Minister Lee said.

But increasing efforts to create student interest in school may be offset by

other problems related to education. In a recent survey conducted by the ministry, more than 5,400 students at elementary, middle and high schools said they suffered violence by other students in the first nine months of this year. The number was an eight-fold increase from the same period of last year. The students who fell victim to school violence were robbed of 460 million won in total, according to the survey.

Excessive physical punishment of students by teachers was also cited as examples of deepening problems at school.

A teacher at a girls' high school in Seoul was taken to a police station earlier this month after a student reported the teacher to the police for slapping her in the face. According to some police estimates, an average of 10 phone calls a day come from students complaining about teacher "violence."

Hoping that pumping some new blood into the education system will spur changes in teaching practices, the government has proposed to lower teachers' retirement age now pegged at 65. Citing aged teachers' inability to adjust to the rapidly changing social and educational environment, the Education Ministry announced a plan in November to gradually lower the retirement age to 60 over three years by 2001.

But facing mounting protest from teachers' groups, lawmakers deliberating relevant bills submitted by the ministry decided to increase the retirement age back to 62 during their meeting yesterday.

There is an international trend, reflected in hiring practices in Korea as well, to give employment preference to teachers with TESL/TEFL training and qualifications. Universities in North America, Europe and Australia are expanding their MATESL and Ph.D. programs, and a growing number of institutions are offering certificates, diplomas, and specialized courses to train both novice teachers and established professionals. There are now more options available for obtaining advanced TESL training, and English teachers should ask themselves whether it would be in their interest to pursue such a course of study. Our guest this month is Dr. Peter Nelson of Chungang University in Seoul. He received an RSA Certificate in England, then took the Cambridge Diploma course at Yonsei University. He is a teacher trainer for KOTESOL, and is a strong advocate of English teachers obtaining TESL/TEFL qualifications.

**Question:** Why should I invest time and money to receive TESL training?

**Answer:** There are several practical reasons including job selection and promotion, exposure to new teaching ideas, keeping up with latest developments, becoming confident as a teacher and so on. Perhaps the best answer is also the simplest: that's where the field is headed. We will soon need professional training for all teaching positions.

**Question:** What differences exist between TESL/TEFL Certificates and Diplomas, and MA/PhD programs?

**Answer:** My observation is that MA and Ph.D. degrees are highly theoretical in content, especially those from North American universities. The student may be well educated in concepts of second language acquisition but have little or no opportunity to sit in a classroom and observe, let alone put theories into practice. Certificates and Diplomas from internationally-recognized programs, however, are generally hands-on; their purpose is to introduce

FAQs

edited by  
Steve Garrigues

## Advanced TESL Training with Peter Nelson

some theory but primarily give the teacher practical classroom experience.

**Question:** Which stream do you recommend?

**Answer:** This is dependent upon the teacher's objectives. At the minimum, I personally suggest obtaining a Certificate, which in most cases is a one-month commitment. It is ideal for a novice teacher, yet provides valuable insights and new ideas for the experienced teacher as well. It is increasingly required as a minimum entry qualification, and it prepares one either for the Diploma course or for formal academic training in MATESL and Ph.D. programs.

**Question:** What specific advantages can you identify from your own experiences?

**Answer:** I attended the RSA/Cambridge Certificate program at International House, Hastings, England. This intensive course taught a number of skills: materials selection, lesson planning, teaching techniques, do's and don't's. It also introduced theory, identifying the latest methodologies and suggesting how they can be implemented in the classroom. A third component was feedback; we were continually observed and our actions commented upon by instructors, other student-teachers, and the students themselves. The experience changed my thinking and opened my mind to new ideas and practical techniques. It was an excellent introduction to TESL training and a foundation for my advanced Diploma work at Yonsei.

**Question:** Do you encourage advanced TESL training?

**Answer:** This decision is related to career objectives. I believe the committed ESL teacher should seriously consider the Diploma for enhanced practical training and opportunity to apply theory in the classroom. Alternatively, a recognized MATESL or Ph.D. program may be preferable to teach in universities or make original contributions in theory and methodology, especially for employment in North America.

**Question:** Where can we get information on TESL/TEFL programs?

**Answer:** This can be done by consulting a number of sources, including KOTESOL itself. Our Internet web page frequently has questions or comments pertaining to professional training. Other sources include speaking with colleagues who have taken TESL programs, using the Internet to examine on-site and distance learning programs from universities and institutions, and looking through TESL education journals. In addition, I suggest that interested individuals contact James Forrest, Head of Teacher Training, Institute of Language Research and Education, at Yonsei University. Professor Forrest offers both the Cambridge Certificate (one month, during vacations) and the Cambridge Diploma (part-time), which are generally considered among the best TESL training courses in the world. He can be contacted by email <jasforrest@yahoo.com> or phone (02) 361-3462.

**Question:** Any final comments?

**Answer:** Screen your programs carefully! Many disreputable organizations offer TESL/TEFL Diplomas -- often by distance learning -- that are bogus and aren't worth the paper they're printed on. In addition, some universities run Diploma courses that resemble the MATESL minus the thesis, and are largely theoretical rather than practical.

Dr. Nelson can be contacted at <peternel@cau.ac.kr> or (02) 820-5396.

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# 1999 KOTESOL Kyonggi-Seoul Joint Regional Conference:

## Forging the Tools for the New Millennium

Sunday, March 21, 1999

Sookmyung Women's University

Sunday, March 21, 1999, the Seoul Chapter and Kyonggi Chapter of KOTESOL are co-hosting a regional conference. The all day conference will feature KOTESOL Teacher Trainers and EFL professionals from throughout Korea.

The conference theme is "Forging the Tools for the New Millennium". Any teachers looking for practical teaching solutions to spice up their lesson plans will find the conference worthwhile. Presentations will cover communicative activities for all the language skills, activities for crossing cultural gaps, classroom management tips, current research in English teaching, and a fair mix of presentations for all levels of English teaching. There will also be a variety of poster sessions, information booths, and book publishers to inform you of the latest trends, resources and books in the ELT field.

The conference will be held at Sookmyung Women's University. The SMU TESOL program is co-sponsoring the event with KOTESOL. In addition, national KOTESOL officers will be on hand to answer questions and hear your suggestions and ideas.

The conference registration fee includes admission to the conference and all presentations, a conference program, a name tag, access to all conference related events and exhibits, a free ticket for the door prize, a certificate of attendance, and lunch! It's a great deal with IMF era prices! And if you preregister for the conference before March 15<sup>th</sup>, you can save up to 4,000 won.

For more information, contact: David Kim, Conference Chair, at 910-4228, or email: [kdi@kmukookmin.ac.kr](mailto:kdi@kmukookmin.ac.kr).

Conference Pre-registration Form:

# 1999 KOTESOL Kyonggi-Seoul Joint Regional Conference:

Forging the Tools for the New Millennium

Sunday, March 21, 1999  
Sookmyung Women's University

Family Name: \_\_\_\_\_  
Given Name: \_\_\_\_\_  
Affiliation: \_\_\_\_\_  
Telephone: \_\_\_\_\_  
Pager/Cell phone: \_\_\_\_\_  
Email: \_\_\_\_\_  
Address: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Postal Code: \_\_\_\_\_

KOTESOL Member: Yes / No (Circle one)  
Chapter: \_\_\_\_\_

Payment Amount: \_\_\_\_\_ (See fee chart)  
Date fee was paid: \_\_\_\_\_ (Attach copy of receipt. Wire transfer  
to Kookmin Bank, account #016-24-0535-938. The account name is Mark Mckibbin.)

If not a member, would you like to receive information about membership? YES / NO (circle one)  
In which language would you prefer to receive membership information? Korean / English

To earn the pre-registration discount, mail or fax this form and a copy of your fee payment receipt before  
March 15<sup>th</sup> to:  
Douglas Margolis  
Dept of English Language and Literature  
Konkuk University  
93-1 Mojin-dong, Kwangjin-gu  
Seoul 143-701.  
(Fax: 02-2201-8419).

## Sunday, March 21, Kyonggi-Seoul Joint Regional Conference Fees

	PRE-REGISTERED	ON-SITE
KOTESOL Members	13,000 Won	15,000 Won
Non-Members	17,000 Won	20,000 Won
Students Members	6,000 Won	9,000 Won
Student Non-members	8,000 Won	11,000 Won

To register for the conference, complete the registration form, attach a copy of your payment transfer receipt, and mail or fax before March 15<sup>th</sup> to the above address.

To earn the pre-registration discount, payment of the conference fee can be made at our February 20<sup>th</sup> meeting or by on-line wire transfer before March 15<sup>th</sup>. On line wire transfer to Kookmin Bank, account #016-24-0535-938 (Mark Mckibbin). Keep a copy of your receipt for confirmation and mail or fax a copy of the receipt with your registration form.

# Korea TESOL

## Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary.

Please check the items that apply to you

- New membership application
- Membership renewal
- Change of address / information notice

Type of Membership

- Individual (40,000 won/year)
- Institutional (100,000 won/year)
- Commercial (600,000 won/ year)
- International (US\$50.00 / year)
- Life Time (400,000 won/ year)

Payment by  Cash  Check  On-line transfer (Please make on-line payments to 염지속씨 or KOTESOL at Seoul Bank (서울은행) account number 24701-1350101. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: \_\_\_\_\_ Last name: \_\_\_\_\_

Chapter: \_\_\_\_\_ (Seoul, Taejon, Taegu, Cholla, Pusan, Cheju, International)

Date of membership: \_\_\_\_\_ - \_\_\_\_\_ -98 (Today's date.)

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

E-mail address: \_\_\_\_\_

Home phone (\_\_\_\_\_) \_\_\_\_\_ fax (\_\_\_\_\_) \_\_\_\_\_ beeper (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
(House, APT# / Dong)

\_\_\_\_\_  
(Gu / Ri / Myun / Up / Gun)

\_\_\_\_\_  
(City / Province / Country)

Zip: \_\_\_\_\_ - \_\_\_\_\_

Work phone (\_\_\_\_\_) \_\_\_\_\_ fax (\_\_\_\_\_) \_\_\_\_\_ cell (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
(School, company name)

\_\_\_\_\_  
(Bld. # / dong)

\_\_\_\_\_  
(Gu / Ri / Myun / Up / Gun)

\_\_\_\_\_  
(City / Province)

Zip: \_\_\_\_\_ - \_\_\_\_\_

To which address would you prefer KOTESOL mailings be sent? \_\_\_\_\_ (Home / Work)

Please check those areas of ELT that interest you:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Global Issues              | <input type="checkbox"/> CALL                         | <input type="checkbox"/> Teacher Development          |
| <input type="checkbox"/> Reading/Writing            | <input type="checkbox"/> Elementary Education         | <input type="checkbox"/> Post-secondary Education     |
| <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Adult Education              | <input type="checkbox"/> Learning Disabilities        |
| <input type="checkbox"/> Video                      | <input type="checkbox"/> Speech/Pronunciation         | <input type="checkbox"/> Inter-cultural Communication |
| <input type="checkbox"/> Applied Linguistics        | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> _____                        |

Date \_\_\_\_\_ Signature: \_\_\_\_\_

Mail or fax this form to:

**Jeff Kim** c/o KOTESOL Central Office P. O. Box 391-SeoTaejon 301-600  
(Tel) 042-255-1095 (Fax) 042-255-1096 (e-mail) <kotesol@chollian.net>.

## Kyonggi

KOTESOL's latest chapter is the Kyonggi chapter, an offshoot of the Seoul chapter, and is based in Suwon. The founder and current Chapter President is Dr. Mijae Lee; their Vice-president is Ms. Soon-hee Koh; and their Outreach Coordinator is Robert McKane. They are still seeking to fill the other posts of Treasurer, Secretary, Workshop Coordinator, Membership Coordinator and Editor in Chief. The Kyonggi chapter, along with the Seoul chapter, is co-sponsoring the first independent Kyonggi Seoul KOTESOL Joint Regional Conference on March 21, Sunday. (See Seoul chapter report for details).

An inception ceremony for the chapter will be held at the conference, and their first official meeting will be on April 3. People who are interested in the first independent Kyonggi chapter meeting with honored guests and guest lecturers are cordially invited and welcome. Other Kyonggi chapter meetings are scheduled for June 5, August 7, September 4, November 6, and December 4, 1999. All of these meetings (on the first Saturday of the month) will be from 3:00 to 6:00 p.m. in room 401, the Humanities BLDG, at the University of Suwon. Their regular meeting schedule will include Korean study for anyone interested in learning Korean language from 3:00 to 3:30 and social mingling with some refreshments from 3:30 to 4:00; from 4:00 to 6:00 they will have guest lecturers from the English profession. May, July, and October meetings were not scheduled to encourage members' participation in other KOTESOL events. (See the English Beat newsletter for more specific information about presentations.)

## Taejon

The Taejon Spring chapter meetings will be on Saturdays March 20th and April 17th, at 3:00 PM in room #4201 in the Liberal Arts Building at Hannam University. They will have an "Activi-

**KOTESOL**  
**In Action** edited by  
**Kirsten Reitan**

ties that Work" game at each of these chapter meetings. Their main speakers in March are William Schmidt and another as yet unconfirmed speaker. In April Kirsten Reitan is scheduled to give a presentation. (See local newsletters for topics.)

The Taejon chapter KOTESOL Drama Festival is scheduled for May 15th at 2:00 PM at Hannam University. William Schmidt, Chapter President, will accept application papers for this Drama Festival. A Call for Participation is included in this issue of TEC along with address and phone numbers.

On Saturday, June 19th, Taejon has once again scheduled a Teacher Swap Shop. It will also be in the liberal arts building at Hannam University. On Saturday, July 24th is their first regional conference entitled "Growing in English: Working with Children and Young Adults." This is being co-sponsored with KOSETA and will focus on teachers of high and middle school.

As in previous years, the Taejon Chapter believes they have an excellent schedule of events with opportunities for learning, networking, and socializing. If you have any questions about Taejon chapter's events, you may email its President William Schmidt at <schmidt@sorak.kaist.ac.kr.> The chapter wants to serve teachers throughout Ch'unghnam.

## Seoul

During the last couple of months, Seoul chapter, joined with the newly formed Kyonggi chapter, has been gearing up for our first joint regional conference. The conference will be held on SUNDAY, MARCH 21, at Sookmyung Women's University, from 9am to 6pm.

The conference theme is "Forging the Tools for the New Millennium."

Thanks to conference chair, David Kim from Kookmin University they have an excellent lineup of presentations and workshops that target all teaching levels--university, high school, middle school, elementary, and adults. The day long program provides an excellent opportunity to brush up on rusty techniques and learn some new activities to spice up your teaching.

Conference organizers are also pleased to announce that David Paul, from David English House, and Lee Bo Young, from EBS Survival English, will serve as plenary speakers to formally open the conference.

The chapter hopes to see KOTESOL members from every chapter at the conference. Please see the Pre-registration form in this issue of the TEC for more information on how to take part in this historic conference.

## Cholla

Cholla Chapter held its latest meeting on Saturday, January 16th at Chonju Nation Education University in Chonju. The first speaker was Ingrid Zwaal. She presented various ways of teaching The Alphabet and Phonics to young students, emphasizing TPR, entertainment, and competition. She showed how ball games, board games, and spelling games motivate young students. She gave an interesting and useful talk, and hopefully she will present again in the future. Then Rachel Phillips presented four traditional western children's card games that can be adapted to ESL classrooms. The games included the ever-popular GO FISH, an addition and subtraction game, 98, CRAZY EIGHTS and I DOUBT IT.

There was no meeting scheduled for February, due to the lunar New Year Holiday, and the fact that too many of their members were busy during that month. Their next meeting was held in Yosu on Saturday, March 13th. Andy Finch from Andong University was their scheduled presenter. The next month they are holding the Cholla

Chapter regional conference on Saturday, April 10th at Chonnam National University in Kwangju. For this regional conference they will be focusing on adapting teaching methods to the advantage of students of differing abilities. A call for papers is included in this issue of TEC and the deadline for applications is March 20th.

## Pusan

The Pusan Chapter held its first meeting of the year on January 30th. Although a number of members were away on vacation, we still had a good turnout. Jane Hoelker presented, "Idea, Design, Project: PAC2 Research." She focused on Action Research, which is a growing area of interest for many teachers. Action research is an action-oriented process of reflecting on your classroom. Jane took us through the step-by-step process of identifying a problem, documenting the information, analyzing, interpreting, and critiquing the data. She reminded us to look at teaching not as a product, but as a process. Afterwards, Yun Yong Ju presented a great activity for teaching If-clauses for the What Works Presentation. She recommended using Eric Clapton's "Tears in Heaven," for those of you who enjoy pop songs in the classroom. She had everyone laughing as they tried to put sentences together in "Broken Sentences."

The next meeting was held February 25th. Cho Sook Eun, former Pusan Chapter President and current National Second Vice-President, made a dynamic presentation on "Kindergarten English." Julie Sivigny was our What Works Presenter, demonstrating "Student-centered Quizmaster." We also bid a fond farewell to Jane Donahoe, our secretary, who has decided, after one and half years in Korea, to return to her home and native land, Canada; replacing her as secretary is Regina Oakland.

In March, Kevin Smyth will present "Coaching English Through Writing," followed by Park Hae Young's What Works activity, "Fortune-teller: a hands-on pair or group-work activity for elementary students."

Last, but certainly not least, the third annual Pusan Chapter Conference will be held May 8th at Dong-Eui University.

This year promises to be even bigger and better than last year. Dr. Park Joo Kyoung, former KOTESOL National President, and Andrew Todd, KOTESOL International Liaisons Committee Chair (and Gamemeister Extraordinaire), will be plenary speakers, and there will be a wide range of presenters from Korea and abroad. As always, chapter meetings are held at 3 pm, the last Saturday of each month at ESS Language Institute in Kwangbokdong. We look forward to seeing you there!

## Cheju

The Cheju chapter held its meeting in the American Culture Center at Cheju National University on January 27. Paul Goldberg, a visiting professor of the English education department at Cheju National University, gave a presentation, entitled "Information Chain". More than 20 participants took part in his energetic classroom activities, com-

pletely unaware of the passage of time. His ideas will be published in a book next year. After an hour and a half presentation, everyone moved to a dwegi kalbi restaurant for dinner and socializing. In February, the chapter had winter break.

The next regular meeting is scheduled to be held on March 20. Christopher Smith, the chapter vice-president, and Dave Crittenden from Cheju National University will be speakers. The chapter anticipates having a guest speaker from the mainland in April or May.

## Taegu

Taegu's last meeting before the February vacation, featured the ever-popular swapshop of teaching methods. After a social gathering and book-trading period, everyone gathered into a circle and swapped ideas and handouts for use in

*-continued on page 25*

# KTT

KOTESOL Teacher Training (KTT) is looking forward to an exciting spring 1999 with workshops all over the country.

Here is a schedule with brief details. For complete details, check out the KTT website:  
<http://members.xoom.com/kotesoltt>

Saturday, March 13 David English House/Kim and Johnson (Seoul) For elementary school teachers To attend contact: Patrick Hwang (DEH) (02) 594-7624~5

Sunday, March 21 Seoul-Kyonggi Conference See announcement in this issue of TEC

Friday, April 2 Taejon KOSETA Middle and High School teachers To attend contact: Kim Won Myong (Taejon Foreign Language HS) (042) 863-2690

Saturday, April 10 Taegu University For University instructors To attend contact: Heidi Vallenga (Taegu University) (053) 850-5681

Saturday, May 1 David English House/Kim and Johnson (Seoul) For Middle and High School teachers To attend contact: Patrick Hwang (DEH) (02) 594-7624~5

Saturday, May 8 Pusan Chapter Conference See information in this issue

Saturday, May 15 David English House/Kim and Johnson (Seoul) For Middle and High School teachers To attend contact: Patrick Hwang (DEH) (02) 594-7624~5

Want experience in teacher training? KTT is committed to professional development. Check out their website to learn more or call the KTT Coordinator, Gavin Farrell (contact info on Who's Where in KOTESOL)

Want to attend a workshop? KTT is committed to providing practical teaching materials to teachers all over Korea. Contact one of the above listed names to benefit from KTT.

It's the first day of class ...  
Or maybe it's not. Anyway, you're about to walk into the classroom but you don't know what you're going to do. Read on - below are some revised and classic ace-in-the-hole activities for first days in the classroom: many can also be used anytime during the semester.

### **NAME CHAIN GAME**

Name chain games help students learn each other's names and, if desired, learn something personal about each student. In the example given, likes are stated after "and" but one might also state dislikes or practice more complex grammatical structures (For example, "My name is A and if I were rich, I would ..."). First, form circles of 8-12 students (Ss). The first student, "A" says, "My name is A and I like swimming." The next, B (standing next to A), says "Her name is A and she likes swimming. My name is B and I like apples." C, next in the circle, says, "Her name is A and she likes swimming. His name is B and he likes apples. My name is C and I like ...", and so on until everyone in the circle has had a turn. Finally, everyone can change places and a brave volunteer or the teacher can attempt to say the entire chain. Variation: Ss introduce themselves with an alliterative adjective to modify their (nick)name and/or state an alliterative like. Thus, "My name is terrific T.J. and I like travel". Another variation appropriate for playful lower and upper level Ss: Ss perform a funny action (for example, touching their nose) while saying just their name which others - all or only the one taking a turn - mimic when repeating the name of that person.

### **FIND SOMEONE WHO**

Most everyone is familiar with "find someone who": students circulate asking each other yes-no questions in an attempt to find classmates who fit qualifications on a generic list: for example, can play the piano, has travelled to another country, and so on. Here's a more student-generated twist. First, divide the class into two groups, A and B. On separate pieces of paper, each person writes down one specific piece of information about himself/herself: per-

# Techniques

edited by  
Terri-Jo Everest

## Ice Breakers and Partner/Group-forming Activities

*Terri-Jo Everest*

haps a good thing about one's personality, a best memory, or a funny habit (but nothing too common, such as number of family members or age, and nothing which immediately connects the information with the student). All A's put their papers into one bag, and all B's put theirs into another bag. Next, groups A and B exchange bags and papers are redistributed randomly (each A has one piece of paper about a person in group B and vice versa). After that, classmates circulate, trying to find the person whose information they have selected by asking the appropriate yes-no question. (For example, if A wrote, "I talk in my sleep", B might ask, "Do you talk in your sleep?") As a follow-up activity, students might read the statements on the papers which they selected, and the class can guess who wrote them. This activity can be used as a first-day icebreaker or, alternatively, as a refreshing way for students to learn more about classmates whom they thought they already knew well. In addition, it can be used as a lead-in to pair work (A's pair up with those whose information they have or vice-versa). Another variation of this personalised "Find Someone Who" game is the Bimil Game (see the May 1998 Techniques column).

### **SMALL TALK INTERVIEWS/ INTRODUCTIONS**

Teachers often ask Ss to introduce themselves to their partner and/or interview him/her. Often, too, a few basic questions (name, age, hobby, where one lives, future job) and answers are written on the blackboard as a model. Such written support is useful and, for some, a very necessary security blanket. However, stock questions and answers, not to mention pairing with just one part-

ner, are sure recipes for boredom. Encourage students to formulate at least one original question/answer, and, further, keep students circulating - encourage/enforce partner changes. Some tried-and-true ways to form and change partners follow:

\* *Concentric circles.* Half the class sits/stands in an inner circle, facing outward, and half in an outer circle, facing inward. Pair people in the inner and outer circles for short information exchanges. After a short time period (3-5 minutes maximum), have the outer or inner circle rotate x number of positions so that everyone has a new partner. Higher level Ss might select or be assigned a new topic, whilst lower level Ss might grow more comfortable and articulate sharing the same information with a new partner.

\* *Musical concentric circles.* Divide the class in half. Instruct one half, A, to walk around the classroom clockwise and the other half, B, to walk around the classroom counterclockwise. Then, turn on some upbeat music. You might want to circulate yourself and, if it's appropriate, turn the walk into a dance-like jog and the jog into a run! Next, stop the music and tell students that the person they are now facing is their partner (A's and B's pair up). Circulate, but start the music before conversation lulls, and have students circulate again until you stop it for another new partner. Suggestion: maximum three partner changes.

\* *The "cocktail" party.* Ss circulate randomly, exchanging personal information in free-talk (if at that level) or on "mock" postcards (introductory penpal letters of sorts), completed homework assignments, or name tags (Ss might write their names, nicknames, or the name of someone they wish to impersonate in the centre of their cards and a focus word of their/the teacher's choice in each corner of the card - e.g. hobby, dream, favourite movie). Turn music or the lights on and off, ring a bell, honk a horn, whistle, or break a balloon to signal partner changes.



**OTHER PARTNER/GROUP-FORMING ACTIVITIES**

Ss sitting next to each other can be partners only so many times before this turns into a too-comfortable, tedious rut. Why not try ...

\* *The Gum Grabbag.* Put different flavours of gum or candy into a bag. Ss draw one piece each and pair up or form groups with those having the same kind of gum/candy. This makes for fun team names too. However, it's important to know how many Ss are in class: calculate goodies accordingly. Different-coloured squares of paper are also a cheaper, less sticky option.

\* *Same-Sound Symphony.* Write a letter or sound (preferably in I.P.A.) on a card. Put such cards in a bag and instruct Ss to select one card each. Ss must find their partner (or partners), who has the same letter or sound, by saying the letter or sound on their card (showing others the symbol itself is not allowed). This is a useful and amusing way to practice problem sounds such as /p/, /f/, /b/, /v/, /l/, and /r/.

\* *Matching pictures.* Collect these from duplicate movie magazines or even textbooks! Laminate the pictures or insert in name tag cards for reuse. Ss draw pictures from a bag and must find their partner(s), who has the same picture. Alternatively, cut a picture in half, thirds or quarters: Ss must find their partners or partners by talking about their picture (or portion thereof), NOT showing their picture to anyone. Ideally, pictures should connect with themes under discussion.

\* *Strip stories (forming small groups).* Cut out pictures from several strip stories. Each student draws one picture from a bag. They find their story partners by talking about their picture, then might write/extend their story, perhaps sharing it with the class after that (as a written composition, oral "report" or role play).



\* *Birthday Line-up.* Ss form a line alphabetically by solar or lunar birthday month (or favourite colour, given name or nickname, or another criterion). Pair or group those students standing next to each other or pair/group the first and last people in the line.

\* *Possessive Partner:* Is this yours? Instruct everyone to put a small item into a bag. Everyone then draws an item (not their own) and finds its owner, either by asking "Is this yours?" or by describing the hidden item.

Happy icebreaking and chaos-creating with these mad methods!

**EDITOR'S VALEDICTION**

As I am assuming the post of "Editor-at-Large" for The English Connection, and wear too many KOTESOL hats, I regret to say that this will be my last column of "Techniques". I have enjoyed both editing and, on occasion, writing it; thanks for your readership.

is looking for an editor  
for our regular  
**Techniques**  
column

Those interested please contact  
Production Coordinator,  
Robert Dickey

**See page 4 for contact information.**

**In Action**  
-cont. from pg 21

**Taegu cont.**

PM, and followed their fearless leader, Steve Garrigues, to his favorite kalbi restaurant for the bi-annual members' FREE DINNER. The food was great, and the crowd was boisterous, and everyone had a great time. Their next meeting will be held in the beginning of March.

The Taegu Chapter Council held a by-election before the regular meeting to fill several vacancies. Since Dr. Han Sang-ho had been elected to the position of National KOTESOL 1st Vice President, he had resigned as the Taegu Chapter Vice President. In his place, Rocky Nelson was unanimously chosen as First VP, and Dr. Lee Yong-Hoon was elected as Co-VP. The position of Secretary was also vacant, and has now been filled by Mr. Son Young-Chai.

**Technology Committee**

The technology committee, chaired by Tom McKinney, has been busily updating and upgrading the KOTESOL Web site. Please visit <http://user.chollian.net/~kotesol/> to view it. They've added information about the upcoming Kyonggi-Seoul Conference on the "Headlines" page. There's also now a link from the main page to TEC online, hosted by Robert Dickey, so please visit that as well!

The number of hits on KOTESOL WEB has increased dramatically. In coordination with Jay Kim, they've been able to divert web traffic from the former KOTESOL web site to the current address, which is resulting in about 20 more hits per day! In March, they expect the volume to increase even more, as TechComm launches its publicity strategies. If anyone spots a link to KOTESOL which does not take the user to <http://user.chollian.net/~kotesol/>, please notify Christine Kienlen at [kienlenc@hotmail.com](mailto:kienlenc@hotmail.com). Thanks!

# Calendar

edited by  
Robert J. Dickey

## CONFERENCES

**Mar 8-14 '99** TESOL Annual Conference. New York. (Email) <TESOL@TESOL.EDU> (Web) <http://www.tesol.edu/conv/t99.html>

**March 21 '99** (Sunday) Seoul-Kyonggi Chapters Joint Regional Conference. "Forging the Tools for the New Millennium" Sookmyung Women's University, Seoul Info: David Kim (Tel) 02-910-4228 (Email) [kdi@kmu.kookmin.ac.kr](mailto:kdi@kmu.kookmin.ac.kr). See the Pre-Registration form in this TEC.

**Mar 26-27 '99** "Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation". Hosted by The Department of English Aoyama Gakuin University, Shibuya, Tokyo. Plenary Speakers are Professor Peter MacIntyre, University College of Cape Breton, Canada, Professor Peter Skehan, Thames Valley University, U.K., Professor Robert Sternberg, Yale University, U.S.A. A Workshop by Dr. Elena Grigorenko, Yale University, U.S.A. Info: Peter Robinson, (Individual Differences Symposium) Department of English Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366, Japan. (Email) <peterr@cl.aoyama.ac.jp>. (Web) <http://www.cl.aoyama.ac.jp/%7Epeterr/conf.html>

**Mar 28 - Apr 1 '99** IATEFL 33rd International Annual Conference. Edinburgh, Scotland. Info: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent CT5 2DJ, England. (Tel) 44-0-1227-276528 (FAX) 44-0-1227-274415 (Email) <iatefl@compuserve.com>

**Apr 10 '99** "Focus on the learner: connecting to your students." Cholla Chapter '99 Regional Conference. Chonnam University, Kwangju. Info: Rachel Phillips (Office Tel) 0652-281-7198. (Email) <phillips@shinbiro.com> See the Call for Papers in the TEC.

**Apr 16 '99** "English Teacher Education for the 21st Century: New Perspectives on Professionalism". Tamkang Univ, Tamsui, Taipei Hsien, Taiwan. Keynote Speaker: Diane Larsen-Freeman, SIT. Info: Mary (FAX) +886-2-2620-9912 (Tel) +886-2-2621-5656 x 2342, 2343.

**Apr 19-21 '99** "Language in the Global Context: Implications for the Language Classroom." South-east Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) Seminar. Singapore. Contact Yolanda Beh, SEAMEO RELC, 30 Orange Grove Rd., Singapore 258352 Republic of Singapore. (Tel) 65-737-9044. (FAX) 65-734-2753. (Email) <ybehrelc@singnet.com.sg>

**May 8, '99** "Moving into the Millenium: New Visions for New Times." The 1999 KOTESOL Pusan Chapter Conference. Dong-Eui University, Pusan. Contact: TJ Everest (Office Tel) 051-640-3228 (Pager) 015-7905-5596 (Email) <teverest@taejo.pufs.ac.kr> or <teverest@hotmail.com>. See the Pre-Registration form in this TEC.

**May 22-25 '99** CALLing Asia, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning. Workshops and various other types of computer presentations will be held in the brand new "state-of-the-art" computer facilities at Kyoto Sangyo University in Kyoto. (Web) <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>

**May 24-26 '99**. "English Language Teaching in Challenging Times". Malaysian English Language Teaching Association (MELTA) Conference. Petaling Jaya, Malaysia. Info: MELTA, PO Box 454, Jalan Sultan, 46750 Petaling Jaya, Selangor, Malaysia. (Tel) +60-3-758-3137. (FAX) +60-3-758-4764. (Email) <melta@tm.net.my> or <umki@pc.jaring.my>.

**June 5, '99** First Annual Republic of China Applied English Conference and Book Fair: Applied English for a New Century. Ming Chuan University, Institute of Applied Foreign Languages, Department of Applied English Primary Topics: \* Application and Theory in Applied English Teaching \* Oral and Written Translation \* Advances in Teaching the Four Language Skills and Grammar \* Computer Assisted Language Teaching \* Multimedia Language Teaching \* The Virtual University \* English Education at the Primary and Middle School Levels \* Evaluation of Student Educational and Professional Performance \* Evaluation of Curriculum Design and Results \* Textbook Design and Selection \* Faculty Selection, Promotion, and Training (Tel) +886-3-350-7001 x3211 (FAX) +886-3-350-0995 (Email) <DEPT-42@mail.mcu.edu.tw>

**Jun 22-25 '99** Conference on second language teaching: Reading, writing and discourse. Hong Kong and Guangdong, China. (Web) <http://llc.ust.hk/~99CONF.html>

**Jul 22-24 '99** (Institute), and Jul 26-30'99 26th Systemic Functional Institute and Congress: Linguistics and education on entering the 21st Century, Singapore. Contact: ISFC'99, Dept of English Language and Literature, National University of Singapore, 10 Kent Ridge Crescent, Singapore 119260. (FAX) +65 773 2981 (Email) <ellsfc99@nus.edu.sg> (Web) <http://www.fas.nus.edu.sg/ell/systemic/ISFC-99.html>

**July 24 '99** "Growing with English: Working with children and young adults". KOTESOL Taejon Chapter/KOSETA Taejon Chapter. KAIST Language Center, Taejon Info: William Schmidt, KAIST (Tel) 042-869-4691 (Email) <schmidt@sorak.kaist.ac.kr> Jul 28-30 '99 6th International Conference on World Englishes, Tsukuba, Japan. Contact: Prof. Kimberley Brown, Associate Vice-Provost for International Affairs, Dept. of Applied Linguistics, Portland State University, PO Box 751, Portland OR USA 97207-0751. (Tel) +1 503 725 3566 (FAX) +1 503 725 4139 (Email) <kim@nh1.nh.pdx.edu>

**Jul 28-31 '99** LTRC99 -- 21st Annual Language Testing Research Colloquium: The social responsibility of language testing in the 21st century, Tsukuba, Japan. Contact: Randy Thrasher, International Christian University, 3-10-2 Osawa, Mitaka-shi, Tokyo 181-8585 Japan. (Web) <http://www.surrey.ac.uk/ELI/ltrc.html>

**Aug 2-6 '99** "The Roles of Language in the 21st Century: Unity and Diversity." AILA '99. Tokyo. The Organizing Committee for the International Association of Applied Linguistics '99 Tokyo (AILA '99 Tokyo) in conjunction with the Japan Association of College English Teachers (JACET) and the Japan Association of Applied Linguistics in JACET (JAAL-in-JACET) are pleased to host the 12th World Congress at Waseda University in Tokyo. (Web) <http://langue.hyper.chubu.ac.jp/jacet/AILA99/index.html>

**Oct 1-3 '99** "English Teaching: Asian Contexts and Cultures". PAC2 Conference. Seoul. Nov 4-7 '99 ICCE99: The International Conference on Computers in Education, Chiba, Tokyo, Japan. (Email) <icce99@ai.is.uec.ac.jp> (Web) http://www.ai.is.uec.ac.jp/icce99/ Mar 21-25 2000 TESOL Convention. Vancouver, Canada

"To Terri-Jo" at the top of the fax!) (Office Tel) 051-640-3228 (Pager) 015-7905-5596 (Email) <teverest@taejo.pufs.ac.kr> or <teverest@hotmail.com> \* E-mail is preferred. If e-mailing, please send to both e-mail accounts above. See the Call for Papers in this TEC for more information.

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## CALL FOR PAPERS

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**Mar 20 '99 Deadline. Apr 10 '99** "Focus on the learner: connecting to your students." Cholla Chapter '99 Regional Conference. Chonnam University, Kwangju. The Cholla Chapter '99 Regional Conference Committee invites presentation proposals in all areas relevant to adapting and developing methods for teaching English in consideration of student's differing strengths and learning styles. Presentations will be limited to 50-minute slots. Post, FAX, or e-mail\* your proposal to: Rachel Phillips, Chonju National University of Education, Department of English, 128 Tongsohak-dong, Wansan-gu, Chonju 560-757 (Office FAX) 0652-281-0102 (Write "To Rachel Phillips" on the FAX!) (Office Tel) 0652-281-7198. (Home FAX) 0652-228-9364. (Email) <phillips@shinbiro.com> \* E-mail is preferred. See the Call for Papers in this TEC for more information.

**March 31 '99 Deadline. May 8, '99** "Moving into the Millenium: New Visions for New Times." The 1999 KOTESOL Pusan Chapter Conference. Dong-Eui University, Pusan The '99 Pusan Chapter Conference Committee invites presentation proposals in all areas relevant to teaching and learning English in the environment of NE Asia, specifically Korea. Presentations will be limited to 50-minute slots. Post, fax, or e-mail\* your proposal to: Terri-Jo Everest, Pusan University of Foreign Studies I.L.E.C., 55-1 Uamdong, Namgu, Pusan 608-738. (Office FAX) 051-642-9387 (Write

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## EVENTS

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**May 15 '99** Annual Spring KOTESOL Drama Festival at Hannam University in Taejon. Prepare your students to compete in short acts/skits. See the Call for Participation in this TEC.

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## EMPLOYMENT OPPORTUNITIES

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To post information on job opportunities, please contact Peter Nelson at (Email) <peternel@cau.ac.kr>.

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## SUBMISSIONS

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All information on upcoming conferences or other teacher-related events, should be at least three months in advance to: Robert Dickey, Kyongju University, English Dept., 42-1 Hyohyeon-dong, Kyongju 780-210 (Email) <rjdickey@soback.kornet21.net>, (Tel/FAX) 0561-770-5136

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if interested

# Who's where in KOTESOL

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**Gavin Farrell, KTT Chair** (see listing under KTT Department - Chair)

**Kim Jeong-Ryeol, Publications Chair** Korea National Univ of Education (Email) <jrkim@knuacc-sun.knu.ac.kr>

**Jane Hoelker, Public Relations Chair** Seoul National Univ, Hoam Faculty Apt #501, 239-1 Pongchon 7-dong, Kwanak-gu, Seoul 151-050 (F) 02-871-4056 (Email) <hoelkerj@hotmail.com>

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# KOTESOL Journal

## Information for Contributors

### EDITORIAL POLICY

The *KOTESOL Journal*, a professional refereed journal, encourages submission of previously unpublished articles on topics of significance to individuals concerned with the teaching of English as a foreign language. As a publication that represents a variety of cross-disciplinary interests, both theoretical and practical, the Journal invites manuscripts on a wide range of topics, especially in the following areas:

1. psychology and sociology of language learning and teaching; issues in research and research methodology;
2. curriculum design and development; instructional methods, materials, and techniques;
3. testing and evaluation;
4. Professional preparation;
5. language planning;
6. professional standards.

Because the *Journal* is committed to publishing manuscripts that contribute to bridging theory and practice in our profession, it particularly welcomes submissions drawing on relevant research (e.g., in anthropology, applied and theoretical linguistics, communication, education, English education[including reading and writing theory], psycholinguistic, and sociology) and addressing implications and applications of this research to issues in our profession. The *Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *KOTESOL Journal* is an international journal. It welcomes submissions from English language contexts around the world, with particular reference to learners from northeast Asia.

### GENERAL INFORMATION FOR AUTHORS

**Submission Deadline for 1999 edition: March 31, 1999.**

#### Submission Categories

The *KOTESOL Journal* invites submissions in five categories:

**Full-length articles.** Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables). Submit three copies plus three copies of an informative abstract of not more than 200 words. If possible, indicate the number of words at the end of the article. To facilitate the blind review process, authors' names should appear only on a cover sheet, not on the title page; do not use running heads. Manuscripts should be submitted to the Editor of *KOTESOL Journal*:

Jeong-ryeol Kim  
Korea National University of Education, Dept. of English Education  
Kangnae-myeon Chungwon-gun, Chungbuk, 363-791, S. Korea

**Reviews.** The *KOTESOL Journal* invites succinct, evaluative reviews of professional books, classroom text, and other instructional resources (such as computer software, video- or audiotaped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 500 words. Submit **two copies** of the review to the Review Editor:

Park, Ju-kyung  
Honnam University, Dept. Of English  
San 148 Ssangch'on-dong, Seo-gu, Kwangju 502-791, S. Korea

**Review Articles.** The *KOTESOL Journal* also welcomes occasional review articles, that is, comparative discussions of several publications that fall into a topical category(e.g., pronunciation, literacy training, teaching methodology). Review articles should provide a description and evaluative comparison of the materials and discuss the relative significance of the works in the context of current theory and practice. Submissions should generally be no longer than 1,500 words. Submit two copies of the review article to the Review Editor at the address given above.

**Brief Reports and Summaries.** The *KOTESOL Journal* also invites short reports (3400 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Send one copy of the manuscript to the Editor of the Brief Reports and Summaries section:

Robert Dickey  
Kyongju University, Dept. Of English & Tourism  
42-1 Hyohyeon-dong, Kyongju 780-210, S. Korea

**The Forum.** The *KOTESOL Journal* welcomes comments and reactions from readers regarding specific aspects or practices of our profession. Responses to published articles and reviews are invited. We are not able to publish responses to previous exchanges. Contributions to The Forum should generally be no longer than 7-10 double-spaced pages or 3,400 words. If possible, indicate the number of words at the end of the contribution. Submit **two copies** to the Editor of the *KOTESOL Journal* at the address given above.

Brief discussions of qualitative and quantitative **Research Issues** and of **Teaching Issues** are also published in The Forum. Although these contributions are typically solicited, readers may send topic suggestions or make known their availability as contributors by writing directly to the Editor of these subsections.

Lee, Young-shik  
Hannam University, Dept of English Education  
133 Ojung-dong, Taejon 306-791, S. Korea

# Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

**Bylaws** (Adopted April 1993 Amended March 1998)

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. 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.

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

4. 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 Publication Committee responsible for dissemination of information via all official publication.

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 Cochair 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.

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

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

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

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

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