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Our old friend, the blackboard

Eleanor Watts

The majority of people learning English as a second language live in developing countries and are children. Sadly, they make little money for the TEFL industry, so little research is done into their needs as language learners. We often forget here, where we have electricity twenty-four hours a day and throw away bins full of paper during the same space of time, that for millions of teachers across the world both electricity and paper are a luxury. Modern substitutes for the blackboard - the photocopier, the OHP, the flip chart and the white board - all depend on expensive renewable resources. All you need for a blackboard is chalk and the occasional lick of black paint - which is all many education offices have to offer.

A case in point is India where there are more than 800,000 schools, 100,000 of which are English medium. In 1993, 167 million children were enrolled in school and the numbers are growing. Most of these children start English at eleven

-continued on pg. 7

Also in this issue

- Thou shalt not say "Thou shalt not say..." ... 6
David Kellogg
- BIELT Promotes Professionalism in ELT ... 10
Andrew Brown
- Korea TESOL Elections ... 14
- Conference Pre-Registration Form!!! ... 12



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The English The Connection

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CONTENTS

JULY, 2000
Volume Four
Issue Four

Feature

Our old friend, the blackboard ... **cover & 7-8**
Eleanor Watts

Articles

Though shalt not say: "Though shalt not say..." ... **6**
David Kellogg

BIELT Promoting Professionalism in ELT ... **10**
Andrew Brown

Lights, Camera, English! ... **16**
Kevin Parent

Pusan KOTESOL Conference 2000 Weathering the Storm... ... **25**
Marcela Jonas & Terri-Jo Everest

Columns

President's Message ... **5**

Techniques: You're Never Too Old for Nursery Rhymes! ... **9**

Conference Column ... **11**

Membership Spotlight ... **13**

What's Up in KOTESOL ... **20**

Book Reviews *Exploring Change in E-L-T* ... **15**

Book Reviews *Using Newspapers in the Classroom* ... **18**

FYI

Conference Pre-Registration Form ... **12**

Kyongju World Culture EXPO 2000 ... **14**

Call for Nominations ... **17**

PAC Journal Call for Papers ... **19**

Calendar ... **22**

Contributor Guidelines ... **23**

Who's Where in KOTESOL ... **26**

Constitution & Bylaws ... **28**

Membership Application ... **29**

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Promoting English Education through Collaboration



President's
Message

by
Sang-ho Han

Dear KOTESOLers, how are you doing? I hope everyone has finished the spring semester quite satisfactorily. I hope that all of you are having fun during this summer. Why don't we visit some places of interest during our summer break? Why don't we also exchange ideas about how to promote English education in Korea?

As president, I have been very busy working with the Chapters and the national officers. First of all, I have tried to visit each Chapter on the occasion of their Regional Conferences. I have extended my congratulatory remarks at Seoul-Kyonggi, Cholla, and Pusan Conferences and witnessed their success. I hope and believe my presence at their conferences served as some encouragement to them.

I have also met with people of importance in our field and discussed ways to promote English education in Korea. Some of those celebrities have been invited to our National Conference for a special Panel Discussion on "English Education in Korea - a time for change". The sub-title for the Panel Discussion will be "How to manage your English Class", which will guide directions for implementing the Ministry of Education's policy regarding the use of English in the classroom from next year on. I believe this Panel discussion will be of great help to teachers of English in Korea.

With the help of Domestic Relations Committee, we have signed an association agreement with KOSETA (Korea Secondary English Teachers Association). We have agreed to exchange speakers at each other's National conferences. We have also established a formal relationship with KAMALL (Korea Association of Multi-media Assisted Language Learning) for exchanging speakers and publicity materials. I think these collaborations will bring all the participating organizations into closer relationship for mutual benefit and to aid in the promotion of English education in this Age of Information.

This year, we are sending our KTT coordinator as our representative speaker to KOSETA National Convention. He will run a special plenary workshop with secondary school teachers attending the convention. His workshop will be geared toward the use of English and how to manage English classes on the part of Korean English teachers. I believe this will help us broaden views on teaching English through English and potentially attract more Korean teachers to Korea TESOL and its National Conference.

In the meantime, the Conference Committee has been doing its best to make our National Conference a real success. The Conference Chair has put the list of presenters and their presentation titles on the web page with the help of the Program Chair. The Conference Co-chair & Conference Publicity Chair has been circulating around the nation to publicize the Conference. They have visited conferences of English Teaching related Associations including HETA (Honam English Teachers Association), YETA (Youngnam English Teachers Association), ALAK (Applied Linguistics Association of Korea), STEM (The Society for Teaching English through Media, KAFLE (Korea Association of Foreign Language Education) and KATE (Korea Association of Teachers of English) for the sake of publicity. There is no doubt that this year's National Conference will be a great success!

Dear KOTESOL members, let's work together to make the conference a success and to help KOTESOL contribute to the development of English education in Korea.

Finally, I hope all of you will have a wonderful summer period and that I will see you at the National Conference.

Thou shalt not say: “Thou shalt not say...”

Teaching as if generalizable principles existed and rules didn't

by *David Kellogg*

The recently closed Kwangju Biennale was, in general, a vast improvement over the previous one, full of great works by throwaway names instead of throwaway works by great names. The standout mediocrity was the “North American” section of self portraits by great names, which purported to illustrate the difference between the rugged individualism of American culture and the ordered cohesiveness of the East Asian. For the visually obtuse, the point was belaboured with the sort of commentary from travel books that inevitably strikes locals and insiders as profoundly superficial.

From this guide-book wisdom I gleaned the fact that Koreans put their family names first out of family loyalty, while Westerners highlight their independence by foregrounding first names (except for Hungarians, continentals, and anybody facing a tax form). I'm quite sure I never could have learned this principle of name order from mere life experience, because the year I was born half the babies in the United States were named David (the other half were girls). I still remember my elementary school teacher appending an initial to our names, not out of respect for our ancient lineages, but simply to tell us apart.

How often the explanations we attempt in classrooms fall into the kind of superficial silliness! It seems to happen whenever we try to get beyond tautologies like “first names first”. And yet we are doing something that is really very much worth doing: explaining why, and not simply how, teaching from principles, and not simply commandments.

Any potential teaching point, from pronunciation to vocabulary, to grammar, to sociolinguistic, can be reduced to a set of commandments:

- a) Don't say “What's your name?” with UP intonation. Do say it with DOWN intonation.
- b) Don't say, “It's sweet”. Do say, “It's sweet”.
- c) Don't wear “panties” if you are a man. Do use “underwear”.
- d) Don't say “on Pusan”. Do say “in Pusan.”
- e) Don't say “Mr. David”. Do say “Mr. Kellogg.”

But this is all a bit like the Ten (or more likely the Ten Thousand) Commandments, an approach to religion which Salman Rushdie ridicules as “getting out the rule book”. At PAC2, Penny Ur, speaking of teacher training, points out that such commandments are all very well, but they are one-offs. They are not productive. Besides, to reduce language to an endless rule-book places too much strain on the memory, as Lyn Tong argued in our last issue. In sheer self-defense, the learner's own mind will step in and begin to make generalizations out of the commandments.

- a) Wh-questions come down, while yes/no questions go up.
- b) Adjectives of sensation, like “hot”, “cold”, “sweet”, “sour”, “bitter”, etc. are all irregular, without “-y”.
- c) Objects that end in “-ies” are often infantilized or feminized. “Candies” “lollies”, “panties”, “ladies”, “puppies”, “kitties”, “lingerie”, “undies”, “falsies”, “Tootsie”.
- c) Men are the normal, unmarked category in English. WO-men are strange objects and unexpected intruders. Male, but FE-male. Sports, and women's sports. “Underwear”, but “ladies' underwear”. Urinals.
- d) Simple geometry. Use “at” for points, “on” for lines and planes, and “in” for three dimensional spaces.
- e) Never use a first name with a title, or a last name without one. Use a last name with a title when addressing someone important.

At first glance, these generalizations seem very teachable. The temptation to storm into the classroom and lay them on the students first thing in the lesson is almost irresistible. Let's resist it though. It doesn't take long to find that these generalizations do not always account for the data.

- a) “What did you say your name was?”
- b) “The food in Cholla-do was really spicy, but the art was bland.”
- b,c) “My boss is a real sweetie.”
- c) “My wife wears the pants in our house. I wear the panties.”
- d) “Six inches of rain fell on Pusan in the night.” “The North Korean army marched on Pusan.”
- e) “Gore for President!” “You can call me ‘Al’.”

How to respond to such apparently anomalous data? Shall we retreat to the rule book, listing endless exceptions alongside our innumerable rules as counter-commandments? Or shall we march on in the direction of ever-more abstract principles? Let's see...

- a) “Wh” questions which ask for NEW information go down, while those which ask for repetition of OLD information come up.
- b) Adjectives made out of nouns end in “y” Adjectives that are “original” adjectives do not.
- c) Because English is so sexually buttoned up, a lot of cross-dressing goes on.
- d) Prepositions are not descriptions of reality, but rather of the way that nouns think of other nouns. Armies, bombs, and raindrops treat cities as flat objects or two-dimensional territories to be flattened or deluged.
- e) Ask someone how you should address them. Say “May I call you...” Then do it.

The last principle, e), suggests moral rather than linguistic or even cultural principles: respect for individuality, rugged or otherwise, is a higher principle than any linguistic convention.

In the mid-1970s, Harvard psychologist Lawrence Kohlberg tried to create a universal scale of moral development that tapped Piagetian theories of cognition. The idea was that morality could be divided into three basic stages: the sensor-motor stage of “good is what I want and like”, the pre-formal stage of morality governed by rules and authorities, and the formal operations stage of morality according to universal principles, like “do unto others as....”.

You can certainly see this in Western cultural documents like the Bible, which develops from a “rule book” in the Old Testament to generalized principles in the New. This in turn paved the way for Rousseau and Kant, the social contract and the categorical imperative, the idea of acting so that “the maxim of one's action may become universal law”. But these principles are NOT particularly Western, con-

continued on page 13

continued from page 1.

years of age. Those in English medium schools may start as early as three, even though they do not speak it at home. The majority of Indian schools - even those without buildings - have a blackboard. Very few (whether government sector or private English medium) have any other given teaching aid except textbooks, so its possibilities as a language teaching aid merit some attention.

Essential as textbooks are in countries with minimal resources, they are not enough for the genuinely communicative classroom. They are commonly produced by urban academics who live in a very different environment from the users of their books - and who are often out of touch because they are too grand to soil their hands with the chalk of a schoolroom. The blackboard gives ordinary teachers the power to relate their language teaching to the immediate lives of their pupils.

For a moment, imagine you are one of the millions of second language learners who attend an urban school. As your teacher, I want to help you to express simple preferences. Initially, I ask you to guess what I'm drawing, encouraging you to tell me your ideas as these pictures emerge:

(see figure 1)

Because you were looking at a page, not watching the pictures appear line by line, you lost the pleasure of guessing what I was drawing - which you would have had if I'd drawn on the blackboard in front of you. You would have practised known vocabulary while guessing and then you would have learnt, in a small way, how to express your own opinions, using the structure *I like the slide/seesaw/swing*

best. If your teacher made drawings based on the apparatus in your school playground, you would have quickly identified her sketches and learnt to recognise them when used again. Teachers don't have to be artists to produce pictures like these - in fact too much detail is dangerous. (If you have taught children, you will know that turning one's back on a class for too long can result in pellets and punches!) It is enough if blackboard drawings are quick, simple symbols of common objects which children will recognise every time the teacher uses them.

Now imagine you are learning English in a village a hundred miles from the city. You have never seen a swing or a slide. So, however meaningful these pictures were to city children, they make little sense to you, whether in a textbook or on the board. Yet of course you play - and the children in the Indian village where I used to teach had no difficulty in interpreting these symbols of their playground apparatus:

(see figure 2)

Perhaps you had a problem? Get back in your own skins and I will explain. The first is a coconut branch - used as a sort of sledge to pull smaller children around the playground. The second is a sapota tree with a low branch used for swinging and playing buses. The third is the base of a flagpole long gone, a springboard for a complicated variety of jumps. The pictures were used to introduce the same language lesson as the pictures of the swing, slide and seesaw - expressing preferences. They were not only particular to our part of the country, they were particular to our school - but none the less useful for that. We needed to teach the terms coconut branch, sapota tree and flagpole base because they were important elements of our pupils' lives and we frequently based lan-

guage work on them. The children soon became used to our picture symbols. Your problem in deciphering them was the same problem they faced when relating to textbook pictures outside their experience. We were able to cater to their needs because we had a blackboard.

Just as the blackboard can be used to produce relevant pictures where they are in short supply, it can also be used to generate meaningful written work. After a school trip to a local sight, the day can be recorded in a cloze exercise on the board. If the teacher writes it up as the children tell it, their observations and memories can be incorporated. If their highlights (like descriptions of Mallikarjun being sick in the bus!) are not always those the teacher would have chosen, they are at least what the children want to include. Alternatively, questions for a survey - perhaps into buildings in the village - can be drafted on the board with the input of the class, then copied to be answered for homework. While this is of course more time-consuming than preparing a photocopy, photocopyers are rarely available in rural Indian schools. One can also argue that using the blackboard gives the class a greater sense of ownership of the questions employed in the survey - it becomes a democratic tool.

The blackboard has other advantages over the teacher-prepared photocopy. It can be used to show process. For example, if one is teaching a class to answer "What would you do if..." questions, one might start off like this, discussing, adding to and altering the pictures according to the suggestions of the children. The language beside each picture could be generated.

continued on page 8

Figure 1.

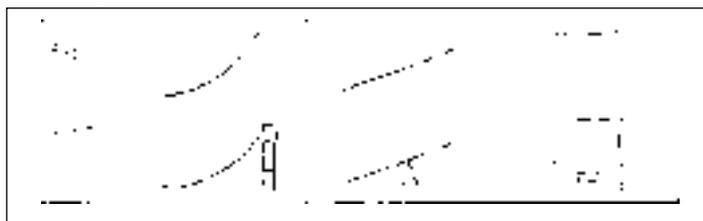
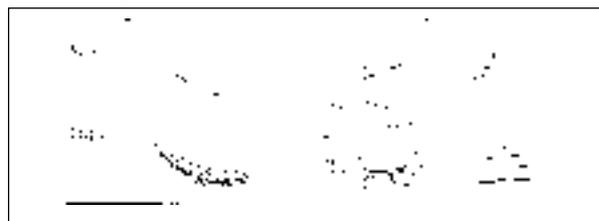


Figure 2.

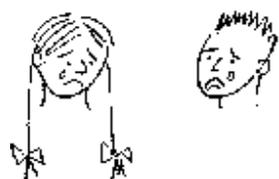


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continued from page 7.

Figure 3.

<p>1. What would you do if the pump didn't work?</p>	
<p>2. We'd pour water in the pump. (Add the boy and jug.)</p>	
<p>3. Then the pump would work. (Add water and rub out boy.)</p>	
<p>4. What would you do if it still didn't work? (Rub out water in picture 3.)</p>	
<p>5. We'd get a new washer.</p>	
<p>6. What would you do if it still didn't work? (Point to picture 4.)</p>	
<p>7. We'd cry!</p>	

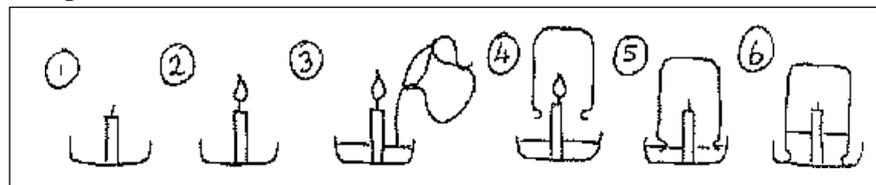
In an exercise like this, the teacher can use blackboard drawings to initiate language work on problems which are familiar to pupils and which they might know how to solve. Pump problems do not feature in many language textbooks because their authors tend to have taps in their kitchens.

Another drawback of the photocopied sheet (as you found with the stages of drawing a swing) is that you can see the whole page at a glance. The beauty of the blackboard is that a teacher can show a class what to do without giving away what will happen next. Take this series of pictures drawn, one a time, to show a class of children how to set up an experiment.

the children can be asked to guess what they think will happen next, using the future tense. After the experiment is over, the pictures serve as a memory-jog while the children record it in the passive voice. (The passive is commonly used in science, so what more natural way to teach it than in a science experiment?). Here, the blackboard facilitates practical activity - so important in the teaching of children.

One of the finest things about blackboard work is that you can rub it out! It is a wonderful tool for playing around with ideas and changing them if they don't work. Let's suppose one asks one's pupils to design a model village, using the structure

Figure 4.



The pictures lead the children to articulate the instructions for themselves, rather than simply hear them from the teacher. They aid understanding, as the equipment actually used can be drawn (a jar and candle rather than the unobtainable beaker and bunsen burner in the textbook illustration). Before drawing Nos 5 and 6,

I think we should have a I think it should go near the ... Thus the teacher draws a map of the model village on the board according to the pupils' instructions. If they decide to add a water tank to the village (to solve the problems with hand pumps!) they might initially site it near the tree where people gather in the

evening. Then someone might point out that people would get muddy feet from the waste water and it would be preferable to site it near the fields where the crops would get the benefit. With a blackboard, the original tank can simply be rubbed out and put near the fields. It is a great aid for problem solving activities.

Of course photocopiers and OHPs do some things better. They enable teachers to face their pupils, prepare texts in advance, use pictures from books (although for the life of me I cannot see any advantages in flip charts and white boards - the former are too small and waste huge quantities of paper; the latter have pens that are always drying out). But in developing countries, the blackboard is more practical than any other resource. There is no machinery to buy; there are no bulbs or ink cartridges to be replaced. The blackboard does not stop working when the power goes off (if there is power at all) and above all, it is cheap. The blackboard is all many teachers have at their disposal. Thank goodness, then, that it is so versatile, so easy to use, so friendly towards teachers who want their teaching to relate to the lives of their pupils. It's about time we trained teachers to use it.

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You're Never Too Old for Nursery Rhymes!

by *Stephanie Downey*

This is the house that Jack built.

This is the malt
That lay in the house that Jack built.

This is the rat
That ate the malt
That lay in the house that Jack built.

This is the cat
That killed the rat
That ate the malt
That lay in the house that Jack built.

Nursery rhymes are typically associated with childhood and, therefore, seem best suited for teaching young learners. While this is may be true, experience has taught me that students of all ages enjoy the rhythms and melodies of rhymes. For the young at heart, you're never too old for nursery rhymes!

Because of their strong rhythmic element, nursery rhymes are a great way to work on the sounds and rhythms of English. Rhymes draw the learner's attention to the underlying music and melody of the language. Students have fun and develop an awareness of the elements of pronunciation, word and sentence stress, pausing and intonation. Such practice can build students' confidence in speaking English and improve their fluency.

The technique outlined below is a great way to present new vocabulary because it avoids detailed explanations or translation. It also sharpens listening comprehension skills because the students work without a written text in front of them. The combination of rich verbal and visual imagery helps students retain the new words, patterns and meanings that are introduced. In addition, the learner is engaged on a number of different levels – emotional, physical and intellectual – because rhymes present the language through play, song and movement. By selecting appropriate rhymes that vary in length, difficulty and subject matter, you can easily adapt this technique to any age group and any level.

Nursery rhyme activities are also a great way bring your learners together and foster a sense of community in the classroom. If done at the beginning of a lesson, such group work helps your learners 'ease'

into class and 'ease' into English. Rhythmic activities warm students up and produce a receptive mood before diving into new material.

In this approach, translation and detailed explanations of the rhyme's meaning are to be avoided, so for non-native speaking instructors it is a pressure-free way to teach a lesson using only English. Aside from repeating the rhyme for the class several times, the teacher's role is mainly that of conductor – saying little and orchestrating the voices in the class.

One last tip: I whole-heartedly recommend learning the rhyme by heart beforehand. Being fully in the material before you teach it makes things much easier!

Materials Needed:

Nursery rhyme appropriate suited to your students' age, ability and interests.

A set of picture cards for vocabulary presented in the rhyme. (This can be a little time consuming to prepare, but these cards may be used again and again throughout the course.)

Procedure:

Each of the steps below can be repeated in several, subsequent lessons over a period of weeks.

1. Begin by reciting the verse you have chosen aloud for the students and showing the picture cards. At this point they should not see the written text so that they try to follow the rhyme aurally.
2. When students have become familiar with the poem distribute the flashcards and have individual students raise them each time the item is mentioned.
3. Distribute all the cards to only 2 or 3 students and have them raise them appropriately. By this time students will have probably begun to say the verse with you.
4. Recite the verse, but stop when the items are about to be mentioned and see if the students can name them.
5. When naming becomes familiar, jumble the cards and hold them away from the class so no one can see the top card, and

ask students what it is. Make sure they answer with full sentences.



Choral Recitation

When the class has mastered the rhyme to some degree you can begin class by reciting it together chorally. Types of choral recitation include **refrain** where one person does a solo line and others say the refrain; **antiphonal** where different groups take different verses or lines, for example line-by-line, row-by-row or group-by-group; **line-a-student** where each student speaks a line: all say the last line; and **unison** where everyone speaks together. By varying the tempo, volume, pitch, voice quality and tone of the recitation you can keep students interested. Add some rhythmic clapping or snapping too and you'll be sure to keep the energy flowing!

Follow-up Activities

1. With younger learners, give them plain cards and have them draw a specific picture from the verse (house, rat, etc.) On another set of identical cards have students write words matching each picture. Collect and correct as necessary. Have students get into groups of 4 and play Concentration by matching each picture with the correct word.

For more information on choral recitation I recommend any materials by Alan Maley, particularly his article 'Choral Speaking' published in *English Teaching Professional*, Issue 12, July 1999. For a selection of on-line nursery rhymes resources check out The Mother Goose Pages <<http://www-personal.umich.edu/~pfa/dreamhouse/nursery/rhymes.html>>.

I invite you to share your favorite classroom techniques by submitting a write up to "Techniques". Doing so is a great way to be professionally active and contribute to the professional development of others. If you would like to see your activities or ideas in print or have any questions or comments, please email <stefdowney@hotmail.com>

BIELT Promoting Professionalism in ELT

by *Andrew Brown*

The most important thing about BIELT is that it is there to promote professionalism in English Language Teaching. This involves setting standards for members, so that membership is something to aspire to, and something to be proud of. It also involves providing representation for ELT, wherever appropriate. There is much that we can all be proud of in ELT, and we need to make sure that people hear about it.

ELT has a range of organisations and associations which reflect specialised interest areas, from English as an additional language in the state sector, to English for academic purposes in higher education, from English as a second language for adults, to English as a foreign language in the private sector, whether in Britain or overseas. BIELT is intended to bring the best of current practice together, to encourage exchange of expertise and experience between strands of ELT which might otherwise rarely come into contact, and to provide recognition and representation for all.

qualification, a Full Member might have a diploma or an MA, and a Fellow would have a diploma and an MA, though of course there are many other possible variations on this.

BIELT promotes professionalism in ELT in all sectors. This involves a range of activities, providing support and recognition for members, setting and raising standards, and representing ELT to government, the media, and to other agencies as appropriate.

BIELT AND IATEFL

The basic thing which makes BIELT different from IATEFL, is that BIELT has strict membership criteria based on members having relevant professional qualifications. In this sense, BIELT is a professional association, much in the same way as there are professional associations for lawyer, doctors or engineers. When someone applies to BIELT for membership, we check that they do have the professional qualifications which they claim to have,

BIELT membership, and get IATEFL as well!

THE FUTURE FOR BIELT

One of the biggest things we are facing in the near future is the formal launch and piloting of the BIELT Recognition Scheme for Teaching Qualifications. This will provide a system whereby we can check whether any qualification is appropriate for an ELT practitioner, rigorous enough, and so on. The launch is planned for January 2001, with the first pilot recognition by June 2001.

Another big development is the establishment of the BIELT Library Collection. All the UK ELT publishers have agreed to donate one copy of every book, CD-Rom, cassette and so on, to set up the definitive ELT resource. In due course, we hope that this collection will develop a reputation for academic research such that we will attract other existing collections of historical ELT materials, as well as attracting items from organisations which publish outside the UK. The library will then provide BIELT with a springboard for membership services. The on-line reference tool to ELT materials is one obvious example, but we will also be providing other services to our membership all over the world.

BIELT has strict membership criteria based on members having relevant professional qualifications

BIELT is an individual membership organisation, with definite criteria for membership, which give membership a street value which all teachers will come to value. These criteria for membership are based on a framework which BATQI have developed, in consultation with all interested groups. This framework sets out what is involved in appropriate qualifications for teachers and those involved in ELT.

If you have qualifications which meet the criteria, then you can apply for membership of BIELT. There are three levels of membership, Associate, Full Member, and Fellow, each with more demanding criteria for membership than the last. Typically, an Associate might have a certificate level

and we check that the qualifications are the right sort of qualifications.

BIELT membership also demonstrates a level of professional commitment and professional engagement. To join BIELT, you have to prove that you have achieved a certain level of professional competence by having the right qualifications, and, once in, you'll be expected to confirm your professionalism by continuing to attend to your professional development.

Every BIELT member also gets full individual membership of IATEFL, with all of the excellent services and access to events which that confers. When you renew your IATEFL membership, think of

SERVICES FOR MEMBERS

The web site will be our main vehicle for this, as it enables members everywhere to access the same information at the same time. For example, we are developing a jobs site which will be searchable by various criteria such as job title or location in the world, so that you don't have to look through hundreds of listings for the sort of things you want.

Members pay a yearly fee, which in 2000 is 50 pounds for an Associate member, 55 for a Full Member, and 60 for a Fellow. For this fee, members get a range of services,

continued on page 24

It's Sooner than you think!

**Conference 2000 --
September 30, October 1.
Kyongbuk National University, Taegu
Registration in the Bok-Ji-Kwan, from 8:30 am.**



Both the Summer, and Chusok (September 11 - 13) will soon pass by and the Conference will be upon us. Preparations are therefore under way, and I'm happy to report that we have a great team of enthusiastic Committee members, all working hard to publicise the Conference (nationally and internationally), in addition to taking on their own responsibilities. (see our team and join in the fun at www.kotesol.org/conference/page14.htm)

While welcoming the internationally-renowned plenary speakers, Dr. D. Allwright and Dr. Leo Van Lier to our conference (www.kotesol.org/conference/page3.htm), as well as Dr. Andy Curtis (special workshops), we are hoping to "Cast the Net" into all sections of the domestic educational scene this year - from school teachers, to educational administrators and Students. One of the special events will therefore be a Panel Discussion in which well-known Korean educators will discuss matters of importance in contemporary education on the peninsula. This focus of attention is already showing results, as the KOTESOL president's (Dr. Han) active efforts to contact VIPs has lead to strengthened ties with the Ministry of Education and with sister organisations (e.g. KATE, KAPEE, KOSETA).

The sub-topic of the Conference ("Diversity in Language and Learning"), and the proposed title of the Panel Discussion ("Education in Korea - implementing change") reflect the ever-increasing range of skills and issues that we must take on as educators these days. No longer can we call ourselves simply EFL teachers, for our field (second-language learning) is daily taking on new aspects which could not have been imagined a decade ago. From debating which particular approach or method was more effective in promoting teacher-fronted language learning, our profession has moved onto the student-centered classroom (with all that this implies),

and onto autonomy, positive affect, process learning, and qualitative ethnographical research methods. If this were not enough, advances occurring seemingly on a day-to-day basis in the field of computer-assisted language learning (CALL) and computer-based language learning (cf. the TOEFL test, which will be taken solely by computer from August 2000), promise to cast the net even further in the direction of the "virtual classroom". Distance learning is already a reality, and many educators have already experienced the benefits of being able to study with a reputable learning institute while performing all the assignments "on the ground floor" (i.e. in the classroom).

It is easy to lose one's bearings in this current technological race (I remember that hardly any of my students had email addresses two years ago, and an "email penpals project" seemed beyond the scope of the English Course), but it is also an exciting time, for the future traditions and "accepted" methods of using this technology have not had time to be fully defined or to ossify. An important part of the conference will therefore be the workshops in the computer labs (www.kotesol.org/conference/page11.htm), for which we have had an encouraging number of proposals. In addition to being able to listen to and participate in presentations and workshops, we hope that conference-goers will have plenty of opportunities to try their hands at making a home page, setting up an email list, browsing for English-learning sites, etc.

Making contacts and discussing issues with colleagues are important aspects of attending conferences, and I have often been guilty of spending more time in the coffee shop talking to people, than in visiting actual presentations. As well as having "discussion areas" therefore (mostly in the Bok-Ji-Kwan building - <http://www.kotesol.org/conference/>

page15.htm), presentations will be "staggered" as much as possible, using different rooms for consecutive presentations. This will give presenters ample time to prepare, and it will also allow them to meet with and talk to their audience after the scheduled time is up.

The National Conference is also known for its social perspective, and some evening "events" are in the planning stage. The Kyoungju Expo will be under way at that time, and information about the Expo will be available, even if it proves impractical to run trips from the Conference. An event that we trust **will** be practical, will be an "October Fest" on the Saturday evening, after presentations have finished for the day. Free beer (up to two beers per participant) will be provided by one of KOTESOL's Associate Member organisations, while student dance groups and musicians stun us with their performances.

Sponsorship is an aspect that often goes unnoticed, but I would like to thank our Associate Members for financial donations and for contributing to the Conference in other ways (e.g. supplying the Conference Bags). The general willingness to help "beyond the call of duty" is particularly noticeable in all those who are giving their valuable time and energy to the conference, and I cannot thank them enough. I can only say that they are the epitome of volunteers - giving their all for little recognition. The fate of the Conference is in their hands.

Look for the conference Pre-Registration form on the back of this page, as well as a special announcement from conference sponsor Kyongju World Culture Expo 2000 (on page 17).

Check the website regularly for updates on speakers and schedules!

Conference Registration form in paper version.

This issue has been altered for publication online in order to reduce file size.

This issue in our spotlight we present to you the Chair for the next National Conference, Andrew Finch. Andy was born in Pontardawe, Wales, and lived mostly in Basingstoke, Hampshire up till 1988. Great Britain is also where he received his education. This includes a Bachelor and Masters of Arts in music composition from Bristol University, and a Masters in Education, TESOL from Manchester University.



He has been involved with KOTESOL since writing an article for the Korea Times in 1992. He says that Mike Duffy, upon reading

his piece in print, contacted and invited him to become a member. The article concerned the downgrading of Hangul Day (it used to be a National Holiday).

On particular teaching philosophy or style, he tells us that his "learning" goal for the students is the development of confidence, motivation and independence. This is encouraged and fostered in a non-threatening classroom environment in which the prime concern is communication: "All students talking all the time." Everything else follows on from this. Once students are more confident,

motivated and independent they want to learn, and they believe that they can learn. When English becomes feasible as well as desirable, students ask for the language, instead of having it imposed. Continuing, he finds that trust and mutual respect in the classroom are indispensable. There are too many 'knee-jerk' reactions and judgments going in the teacher-led learning environment. The students know whether their behavior is acceptable or effective. I am a guest in their house of learning - a learning resource.

Living in England, Andy says that he never could imagine a country not dominated by wind, rain, and cool overcast weather. Along with his love for Paduk, this led him to get on a plane and find out if such a place existed. He went to a kibbutz for a while after university, but the main traveling started in 1988 with teaching in Columbia. In 1989 he came to Korea and stayed for a while, leaving for Hong Kong in 1994. In 1997 Andong University invited him back to make a language programme - an amazing experience. Then last year he moved from Andong to Seoul National University of Technology.

With hobbies and extra curricular activities, he emphasizes that paduk being the original reason for coming to Korea since the natives are world champions, English teaching was a way of staying while doing this, though he was a middle school teacher in England. It has been great to learn about oriental learning styles

through studying Paduk, and he is continually impressed by the combination of rote learning and lateral thinking in Paduk.

Membership Spotlight

edited by Jerry Foley

It has also been great to get into TEFL in Korea and develop a career in this enigmatic country. Other hobbies include mountain-hiking, movies, reading, and writing task-based teaching materials (<http://www.hogusan.com/tmm>).

Andy says that he is happy to be a member of KOTESOL, since professional development is essential in our field. He would like to take this opportunity to encourage anyone and everyone to attend their chapter meetings and local conferences, since the contact with colleagues is for him the main benefit for doing this. He finds that every conference he attends sets him thinking in one way or another, and that his attitude to learning develops as a result. Just meeting and talking to people is really stimulating, but presenting is another way of trying out ideas and interacting with others about them. He sincerely hopes that we will have a "diverse" collection of people coming to the National Conference this year:

<<http://kotesol.org/conference>>

Kellogg: continued from page 6

rary to the Biennale exegesis. Kohlberg's data showed that these stages applied to East Asian societies as well as Western ones.

Each of our examples from (a) to (e) above demonstrates the same evolution, going from a kind of "case-by-case" concrete commandment to a formal principle. This formal principle appears, to grammar-book thumping fundamentalists, more relativistic, because it includes more data and even the point of view of the user, but in fact the principle allows far better coverage than the commandment and accounts far more tightly for the data.

It may even account better for the underlying physiology of language. Research in parallel distributed processing (PDP) and artificially intelligent simulations of language indicate that language may in fact be made up of habitual links in the brain, and that the notion of rule-based

grammar is really an artifact of descriptions of language (Ellis 1994: 403). But at this point the teacher must be longing for a rule-book and a parachute, for something practical to take down to the lesson plan. "How do I get from concrete rules to these abstract principles-in my classroom?!"

The answer is, I think, the same way you got from examples to rules. Through a process of induction, centred on the learner. And this is perhaps the best argument of all for inductive, learner-centred teaching which allows learners to formulate rules themselves, even if they are partial and don't account perfectly for the data. You simply can't begin a lesson with a finished rule, because a rule is never really finished.

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THE AUTHOR

David Kellogg has been teaching for twenty years, in Africa, Europe, China, and now Pusan National University of Education. His most recent book, "A Cow's Head and Other Tales", was an attempt to provide so-called "level-based" pairwork for middle school classes.

Advertisement in paper version.

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in order to reduce file size.

Exploring Change in English Language Teaching

Chris Kennedy, Paul Doyle, Christine Goh (Editors)
MacMillan Heinemann ELT, Oxford, 1999.
Pp. x + 118.

reviewed by David McMurray, The International University of Kagoshima



Changing ELT

Kennedy, Doyle and Goh have compiled a collection of ten case studies which illustrate the theory of diffusion. A book about how the theory of diffusion may affect the foreign language profession is a most welcome addition to the multi-disciplinary library of change management books about business, medicine, anthropology, sociology and urban planning. The case studies on why and how (rather than only when, which and what) recent changes in the teaching of English in Asian countries have taken place are valuable additions to the relatively sparse documentation on the topic written in English with that focus.

The editors do not challenge the existing views on the theory nor do they propose new insights into the theory. But they do define it in language used by language teachers and they do organize it into three education-related hierarchical sub-systems.

Some writers in the field take great pains to distinguish the term "change" from the more specific term "innovation." Change is thought by some to be unplanned and natural, whereas innovation is deliberate and planned. Some writers use the terms interchangeably. These editors chose to use the word "change" as a default description, but did replace the word with "innovation" when they wanted to highlight the planned, deliberate nature of change.

The important contribution the editors make to our field is their sharing of ten language teaching situations in several countries and their classifying them into three major sub-systems: national change; institutional change; and classroom change. In earlier work, Kennedy identified up to six interrelating sub-systems: classroom, institutional, educational, ad-

ministrative, political and cultural innovations (Kennedy, 1988: 332).

The case studies take us as far abroad as Chile, Finland, Saudi Arabia and the UK, but a significant core of the stories are from right here in Asia: in Hong Kong, Malaysia, Singapore and China.

As with most edited work, the approach taken by these authors varies considerably from chapter to chapter. In his introduction Kennedy writes that having a collection of writings is as an opportunity for a book on change because we all view change differently, therefore change should not be viewed from one viewpoint.

One of my favorite chapters was about marketing innovations. I've often wondered why a particular new textbook succeeds in the public education system of one country while identical materials fail in another. The chapter was written by Paul Doyle who is based in the British Council's Business Communication Centre in Singapore. It shed some light on what program directors at private sector institutions can creatively do to persuade teachers to use new materials, and examined that goal amid the staffroom politics of his attempt to implement the Collins COBUILD course materials. The COBUILD course books came to market with little published information preceding them and therefore supervisors acting as change agents didn't have all the tools necessary to get through a minefield of opposition.

A chapter by Christine Goh delved into the reasons why a newly introduced Malaysian national curriculum met with mitigated success. She made her critique of the top-down national reform from her Singaporean base at Nanyang Techno-

logical University after having trained secondary school teachers to implement the new curriculum.

David Careless took a look at the management of large-scale curriculum change in Hong Kong. David Kennedy encourages the foreign trainer to become change agents in his study of teacher education programs in China. Simon Sergeant examines the nature of CALL (computer-assisted language learning) innovation and its potential as a force for curricular change with examples from Singapore.

The section on classroom change visited Rachael Roberts' college classroom in the UK and Pirjo Pollari's senior high school classrooms in Finland. They reveal how teachers can also act as the agents of change to share the diffusion of ideas they discovered from their own action research studies. These two final chapters provide an opportunity for classroom teachers in Korea to search for their own answers by undertaking action research projects to implement and evaluate different innovative approaches to language teaching.

Recent change in Korea has occurred on the national, institutional and classroom levels and therefore the useful dissection of the diffusion theory into these sub-systems provides a framework for educators, administrators and would-be change agents in Korea to evaluate and possibly write up their own case studies. The editors and writers themselves are acknowledged agents of change and have become teacher-trainers, advisors and managers.

The book's only flaw is that at just 118 pages the reader is left wanting to learn more about the changes going on in the foreign language teaching profession.

continued on next page

Lights, Camera, English!

By Kevin Parent

Being a newcomer to Korea and a resident of Taejon, this year's **KOTESOL Spring Drama Festival**, held at Hannam University, was my first, and not being impressed by it would have taken great effort.

Over 300 people made it out on a Saturday afternoon to catch a glimpse of this theatrical action. The Drama Festival actually consisted of two smaller festivals: one for young children and another for high school and college students. The younger students' category involved 5 teams, all of which were from Taejon. For the older students' category, teams traveled from different parts of the Chungnam, and Cholla provinces to participate. For both of the categories, the auditorium was filled with friends and family members who cheered their loved ones while some cameras rolled and others flashed.

made the Rockettes proud. The story of Chicken Licken' involved tongue twisting rhymes and back-up singers, who jazzed up the crowd through this funky rendition of an old classic. They wore their costumes proudly as they danced and ran around the sets. I wished I had learned a foreign language in such a way.

Those who stayed for both halves of the festival could not miss the marked contrast between the children's festival and the older students'. Where one festival featured farm animals being chased by wolves, the other contained no less than two stage suicides. The older students dealt with such themes as the destructive force of modern city life; the redemption of an individual, the product of his generation, by a woman's love; sexual curiosity; coping with loneliness; and loveless marriages among other adult themes. The convincing performances reflected

Even the festival itself was not without its own sense of drama.

Each festival concluded with a member of the judging committee taking the stage to present the awards. The categories were a mixture of the serious prizes, such as best actor, and the humorous ones like the most outrageous costume. Each student came down and picked up their awards, which consisted of books and goodies, which were all generously donated by the Festival's sponsors. The judges had to make a tough decision, but the winners in the children's category were the members of "The Two Trolls" play, from Open English School in Taejon. and the winning senior team was from the Taejon Foreign Language High School. Choosing only one winner for each category had to be difficult after so many excellent presentations.

It was obvious from the number of gifts that were offered and the friendly and various stands outside the "Theater" that the sponsors, Oxford University Press, Kim and Johnson's Bookstore, MET, EMTECH, and Marche, were not only generous in their financial contributions, but in their support and encouragement as well. Present from the beginning to the end of the day's events, all 5 sponsors made sure to have colorful exhibits and plenty of things for teachers and parents to look at and purchase between shows.

My closing comment? While you can bet I will attend every drama festival as long as I'm in Korea, I certainly hope I will never have to judge one.

The convincing performances reflected how they perceive their culture and their generation

Five groups of children, each from a different school, performed different plays of about fifteen minutes each. If you've ever tried speaking to a Korean child in English, you know that most of them will run away after "Hello." The children on this stage, however, seemed only too happy to be using their English in such a fun way. They talked, sang and even Jazz-Chanted away with pronounced enthusiasm. Two kindergarten groups started off the bonanza in full regalia that would have

how they perceive their culture and their generation and provided biting commentary. One dramatic presentation recast a Christian parable in modern dress while another, via an ancient Korean tale, demonstrated that class struggles, poverty, greed and forgiveness are timeless themes, no less important today than they were for their original audiences. That marked difference between the two festivals seemed to reflect how life does seem to get more complex as one gets older.

Book Reviews

continued from page 15

The book however, does include 130 references and an interesting bibliography which ranges from Alvin Toffler's *Power Shift* to more focused academic articles written by the editors and authors of the case studies.

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THE REVIEWER

David McMurray, M.B.A. (Laval, Quebec), is Associate Professor of Intercultural Studies at IUK (The International University of Kagoshima) in Japan. IUK was

founded in April, 2000 and exchanges faculty and students with Kyung-Hee University. McMurray is Past-President of JALT (The Japan Association for Language Teachers) and Co-Chair of PAC (a Pan-Asian series of Conferences jointly organized by KoreaTESOL, JALT, Thailand TESOL and the English Teachers Association of the Republic of China). McMurray has himself written several articles on the diffusion of creative language teaching and on innovative M&A's (merger and acquisition) in Asia.

Korea TESOL Elections

The Nominations and Elections committee is accepting nominations for the following Korea TESOL Council positions for a term of office from the close of the 2000 annual business meeting to the close of the 2000 annual business meeting. (approximately October 2000 to October 2001):

First Vice President; shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice President succeeds to the seat of Presidency at the close of the 2001 annual business meeting. 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.

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

Secretary; 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.

Treasurer; shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

Nominations and Elections Chair; is responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected and is responsible for appointing a Nomination and Elections Committee and for conducting the election.

All officers of the Council must be members in good standing of Korea TESOL.

Balloting shall take place during the Annual Conference, September 30 – October 1, 2000. Nominations shall close September 9.

Any member of Korea TESOL may nominate any member of Korea TESOL (self nominations accepted). Please include the following in your nominations:

- Name of person nominated
- Acceptance by the nominee (or note if self nomination)
- Brief (50 words maximum) introduction of the nominee
- Photo (head and shoulders only)

Mail, fax, or e-mail nominations to:

Dennis Kim

Work: (02) 594-7625

Home: (034) 972-2959 or (032) 676-3141

dennistesol@yahoo.com

Questions? Call Dennis, the current Nominations & Elections Chairman!



Using Newspapers in the Classroom

Paul Sanderson
Cambridge University Press, 1999.
Pp. 275

Reviewed by Douglas Paul Margolis, Dong Seoul College

Using newspapers to teach English is not a new idea, but as Tyson and Baek (1999) suggest, many Korean students, as well as language teachers tend to have limited ideas about how to use them effectively. As a result, some teachers steer away from newspapers to avoid their language complexities. Doing so, however, may be a mistake. Tyson and Baek (1999) offer three good reasons to use newspapers: one, newspapers allow you to bring into the classroom topics which your students may already be reading about and familiar with from Korean papers; two, reading, understanding, and discussing English articles may increase student confidence and motivate them to read more outside of class (see also Dubin and Bycina, 1991); and three, learning to deal with authentic materials, forms and formats may be an important job related skill for students after graduation (see also Jameson, 1998).

Given this compelling argument, teachers will be happy to discover Paul Sanderson's book, *Using Newspapers in the Classroom*. Sanderson provides 131 activities that range from elementary level to advance and cover a wide range of learning objectives. These activities are categorized by newspaper part into: Headlines (16 activities), Articles (29 activities), Photographs (14 activities), Advertisements (20 activities), Horoscopes (6 activities), Problem Page Letters (8 activities), TV Guides (5 activities), Cartoons (8 activities), Weather (5 activities), and Whole Newspaper (20 activities). A typical activity, for example, will include a basic task description, suggested level, a preparation section that explains pre-class procedures, a list of directions, and a variation or extension. The activities sometimes include comments as well as cross-references to related ones that permit using the same materials for more than one activity or provide for connecting activities into a complete lesson plan.

Regardless of the level you teach, you can find activities for your students. For ex-

ample, you can find relatively simple activities, such as rating articles as the longest or the shortest (p. 70-71). There are also more involved activities, such as role playing a press conference (p. 73-74) or compiling a "Happy Newspaper," (p. 235-37). In this respect, *Using Newspapers in the Classroom* is similar to other activity books, such as Ur and Wright's *Five-Minute Activities* or Malely and Duff's *Drama Techniques in Language Learning*, except that Sanderson's activities spin around the newspaper angle. In addition to the activities, Sanderson's book contains three helpful appendixes. The first delineates stylistic and structural features of headlines. The second lists web sites for newspaper resources. The third is a key to newspaper abbreviations. The book is indeed a useful reference tool for teachers. If you want to develop a course with newspaper activities or simply dabble here and there into a few activities, the book will be an important aid.

Using Newspapers in the Classroom, however, like all books, cannot satisfy every need. For example, the book does not tell you how to integrate newspapers with curriculum requirements and your current textbook. Sanderson provides an introductory chapter that argues the value of using newspapers and gives some suggestions for choosing materials and preparing them, but leaves the onus of integrating with course constraints upon the reader. Nevertheless, he provides such a wealth of activities that most teachers should be inspired in this task. Moreover, the variety of the activities makes finding appropriate ones to fit curriculum needs highly likely.

Navigating through the book might also be dissatisfying for some readers. The book is organized by newspaper part, not learning objective or level. Thus, to efficiently use the book, the reader should notice an article or headline or cartoon in the paper, decide to use it, and then look under the appropriate book section for an

activity. Instead, in my case, I begin with learning objectives and seek activities that will help achieve them. This approach sometimes requires the reader to sift through several activities before finding one that might be appropriate. If the table of contents had included learning objective and student level information with the activity titles, it would be easier to navigate. On the other hand, the book does have an index, which can help facilitate finding activities quickly, and the fact that teachers can easily bookmark appropriate ones too makes the usefulness of this book greater than this trivial point.

Therefore, don't underestimate the value this book can bring to your teaching resource library. Despite the faults mentioned above, I recommend it. Newspapers are authentic materials. They are cheap, easy to find, and their use motivates students. Thanks to Paul Sanderson's *Using Newspapers in the Classroom*, they also easily transform into effective classroom activities.

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Call for Papers in paper version.

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in order to reduce file size.



KTT

By Douglas Margolis, KTT Coordinator

KTT is in a state of reactivation. For members who have forgotten about KTT or have not yet been properly introduced, KTT stands for **KOTESOL Teacher Training**. We are KOTESOL members committed to improving English education in Korea by developing teacher training workshops and providing them to teachers throughout Korea.

Our homepage <http://www.kotesol.org/ktt> is in the process of being updated and our membership and workshop schedule is beginning to grow. KOTESOL members can join KTT via our presenter's application form at the web site or sign up to host a KTT workshop via our audience application form also at the web site.

Our current workshop list includes the following topics: culture in language learning, pronunciation skills, reading skills, effective use of authentic materials, learning strategies, first day classes, writing skills, lesson planning, activities that work, error correction, and action research.

During the month of May, KTT established a new subcommittee to support research related to English education issues. David Kim, from Kookmin University in Seoul, volunteered to chair this new subcommittee. This part of KTT will develop training workshops for teachers interested in doing research. This subcommittee also hopes to enlist KOTESOL members who are currently doing research to present their findings at conferences and symposiums. Anyone interested, please email me at dpm123@teacher.com.

Finally, I would like to announce that Andrew Todd, from Macmillan ELT, donated the complete series of Macmillan ELT

teacher development books to KTT. He has also promised to add new books as they are published to the series. KOTESOL is fortunate to have this wonderful support. We will use the new "training library" to develop more workshops and to update current ones. Access to this library is another great reason to join KTT!

KYONGGI CHAPTER

by Vernon Mooers

The Kyonggi KOTESOL Chapter generally holds its meetings on the first Saturday of every month. However, during the hot summer, Kyonggi chapter will take some time off. The next meeting will be on Saturday, September 2 at Suwon University -Humanities Building Room 401 from 3:30-6:00 P.M. The speaker will be announced in the local newsletter in August. In the meantime, if you have any questions or need directions to the September meeting, contact Vernon Mooers 016-812-7150 for directions, or the new outreach co-ordinator jgibbons@chollian.net for more details. Please note that even though they have the summer off, Kyonggi-do chapter is still expanding and recruiting new members. So, please inform any institution in your area that meetings are held the first Saturday of every month. Do your part in the chapter building process!

In June, at the last chapter meeting, Dr. Duane Vorhees did a dynamic guest presentation, which was attended by over 30 people, including several new members. Dr. Vorhees teaches at the University of Maryland at Yongsan in Seoul and is the editor of the "Let's Talk" series. He received a Ph.D. in American Culture from Bowling Green State University and previously taught at Seoul National University and Korea University. His presentation topic was "Not Talking Down to Conversation Class Students". He stated that many beginning and intermediate-level students of a foreign language find the learning experience quite frustrating. No matter what their age, no matter how much they know, no matter how sophisticated their use of their own language, they soon discover that, in their target language, they are as helpless as young children in ex-

pressing themselves. All too often, the teaching materials merely reinforce this sense of frustration. Based on decades of experience and materials development, Dr. Vorhees discussed ways of addressing students at their own level rather than talking down to them.

TAEGU CHAPTER

by Gloria Luzader

Taegu is again the "where it is happening place." On July 1st we will have our Summer Meeting Swap Shop. This is the meeting to SHARE your ideas and techniques that work in the classroom and in the community. (And, if you are really gutsy, you can share the BOMBS; i.e. things that did not work for you.) Please bring many copies of handouts.

After the meeting we will retire to our favorite gal-bi place for dinner and social frivolity. Members eat for FREE. Non-members will be asked to pay a small fee.

In August, we will not have a meeting, as many teachers are away for vacation or very involved with training programs.

On September 2, Visiting Professor Mike Misner, MA, from the English Education Department at Yeungnam University will be making the presentation. His topic is Oral Presentations: Collaboration through Computers. This promises to be a vital and timely presentation as we all move closer to the computerized non-traditional classroom. He will give us some interesting tips we can use for classes, as most of our students are more computer literate than we are.

Thanks to Margaret who brought tapes and CD's to the last meeting to give away. We always love free. She is on her way home to the states. Also, to Jimmie who brought a huge stack of books to add to the book swap. He is not leaving but we appreciate his contribution. (OK - more new "mind Jell-O" for everyone!)

Craig Bartlett announced he is the Student Volunteer Coordinator for the National Conference. His e-mail address is cbtnf@kmu.ac.kr. He would like English

students from all the local universities to join in this wonderful experience of a national conference. (This will be known as the biggest “blind date” in Korean university history.)

Dr. Kim, Kyung Yong from Taegu Health College was our June presenter. His topic “Cross Cultural Differences in Language and Customs” stimulated a lot of audience participation. We all learned something. For example; Koreans say “Have you had lunch?” as only a greeting, not as an inquiry as to IF you would like to have lunch with them. North Americans say, “How are you doing?” as only a greeting, not as an inquiry as to how you are feeling. Also; calling teacher, “teacher.” Korean students do not use the professor’s name, such as Professor Sutton. Only teacher. It is a title of respect to the Korean student. Western teachers try very hard to learn students Korean names or Western nicknames, and are somewhat offended when after several weeks of class the students haven’t seemed to show the same respect by learning the teacher’s name. Ah, yes, so much more to learn just when we think we have it all down pat.

PUSAN CHAPTER

by Marcela Jonas

Following the May 13th conference, the Pusan KOTESOL executive took a much needed break to catch up with their non-KOTESOL work and to wrap up the conference business. Despite the rainy weather on the conference day, and despite our initial post-conference fiscal anxiety, the conference turned out to be a success in all respects. We have received a lot of positive feedback and suggestions to bring back the same speakers next year. For the future, we are hoping for a stronger representation from the ranks of elementary school teachers.

Due to the conference, there was no membership meeting at the end of May. Our next meeting was held on Saturday, June 24th. To beat the heat, we wanted to try

something different. Instead of gathering in a windowless room, perspiring and dreaming about a breezy beach, we had a picnic meeting at Haeundae Beach, often called the “most beautiful beach in the whole world”. Apart from planning to enjoy the fresh air and the cooling sea breeze, we were treated to a presentation entitled “Memory Game” led by Myung-hee Lee. The picnic was a great deal of fun and we’ll be trying it again next year!

There will be no membership meeting during the hot and humid month of July, because a number of people will be taking vacations, going for summer courses abroad, or else escaping the city to recharge their batteries. We will all meet again at the end of summer, on Saturday, August 26th. Our main presenter for August, Su-mi Kim will share with us her ideas and tips on what to do during the all-important first class. The first class sets the tone for the whole semester. It is the time when classroom routines are established and students’ expectations in relation to learning and teaching are formed. The timing of this presentation topic couldn’t be any better! If you can join us in August, you will also be able to exchange books during our second Book Swap.

CHONGJU CHAPTER

by Erik Newson

As many of our chapter members know, summer is an off-time here at Chongju KOTESOL. For the months of July and August there will be no meeting and we hope that everyone has an enjoyable summer.

Our next meeting will be September 16th at the Department of Humanities at Chongju University. Before that date, we will be sending out more information to our members about the National Conference which will be held in Taegu at the end of September. At the meeting, we will discuss the Conference some more, as well as take in a presentation by our speaker,

as yet unconfirmed.

If you missed our last meeting, you also missed our first presentation to take place outside of the city. On May 27th, our mini-bus sped up the rainy highway to KonKuk University in Chungju for a presentation by Holger Nord on “Using Ads for Teaching Culture”. It was interesting and challenging and showed the assembled teachers just how easy it is to turn a magazine into a classroom tool. Thanks again, Holger.

Again, Chongju KOTESOL is looking forward to seeing you this fall.

TAEJON CHAPTER

by Edith Dandenault Swain

The summer holiday is almost here and the Taejon chapter is in full bloom. The spring season wrapped up with a wonderfully successful Drama Festival with over 300 people in attendance. Supported by generous sponsors and a great organizing team, Hannam University welcomed teams from all over the country. In total, there were 11 teams, all of which were true blue winners. This season’s main event in the Taejon chapter was the annual swapshop, which took place on Saturday June 17th. Teachers from different levels attended while a few brave hearts took to the stage and strutted their educational stuff. Usually a very popular meeting, the swapshop again proved to be a fun-filled event.

The same day was the first day in the spotlight for the Taejon chapter’s new president, Kim Eun-Jong. Outgoing president, Edith D. Swain, stepped down in order to join her husband and return to her home country. Edith has left Korea after three years of working with KOTESOL. Kim-Eun-Jong who was first vice-president is now pleased to take on the challenges of her new position as president and hopes to see new faces at the September meeting. The opening presenter was the Taejon

continued on page 24

Find us on the
World Wide Web at:

www.kotesol.org

Calendar

edited by Louie L. Dragut

CONFERENCES

July 26-27 '00 "4th International symposium on Malay/ Indonesian linguistics" Jakarta, Indonesia. Contact: Dr David Gill, Dept of Linguistics, Max Planck Institute for Evolutionary Anthropology, Inselstrasse 22, D-04103 Leipzig, Germany (Fax) +49-341- 995-2119 (Email) <gil@eva.mpg.de>

July 29-Aug 1 '00 "Language Learning and Multimedia: Bridging Humanity and Technology" FLEAT IV, Kobe Bay, Japan. Contact: (Web) <http://www.hll.kutcc.kansai-u.ac.jp:8000/call1.html>

Aug 9-11 '00 "2000 Seoul international conference on language and computation" Seoul, Korea. Contact: Prof. SunWoo Lee, Program Director, College of English, Hankuk University of Foreign Studies, Imun-dong, Dongdaemunku, Seoul, Korea 130-791 (Tel) +82-(0)2-961-4744 (Email) <sunwlee@maincc.hufs.ac.kr>

Aug 9-12 '00 "4th PacSLRF Conference" Semarang, Central Java, Indonesia. Contact: Helena Agustien, (1st OC Chair), Gombel Permai V/105, Semarang 50261 Indonesia (Tel/FAX) +62-24 471 061 (Email) <lnugraha@indosat.net.id>

Sept 4-6 '00 "Language in the mind? Implications for research and education" Singapore. Contact: Conference Secretary, Language in the Mind? Dept of English Language & Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570 (Email) <ellconlk@nus.edu.sg> (Web) <http://www.fas.nus.edu.sg/ell>

Sept 22-25 '00 "Language: Continuity, Challenge and Change" TESOLANZ, Auckland, New Zealand. Contact (Tel) +64-9-629-3606 (Fax) +64-9-629-3613 (E-mail) <hkniche@iprolink.co.nz> (Web) <http://www.cmsl.co.nz/clesol2000>

Sept 28-30 '00 "Changing Faces: Facing Change" TESL Canada 2000, Halifax, Nova Scotia. Plenary Speakers, Diane Larsen-Freeman, Jim Cummins. Contact: Sandra Heft (Tel) +1-902-861-1227 (Email) <smheft@navnet.net> (Web) <http://www.tesl.ca>, or (temporary) <http://www.ritslab.ubc.ca/teslcan/teslcan00.htm>

Sept 30-Oct 1 '00 "Casting the Net: Diversity in Language Learning" KOTESOL National Conference, Taegu, Korea. Visit the conference site for information, call for papers, speakers, conference schedule, abstracts and registration

details (Web) <http://www.kotesol.org/conference>. Contact: A. Finch, (Tel/Fax) +82 (0)2 979 0942, (Email) <kconference@hotmail.com>

Oct 7-8 '00 "Empirical methods in natural language processing and very large corpora" SIGDAT Conference in conjunction with "The 38th annual meeting of the Association for Computational Linguistics" ACL-2000, Hong Kong. Contact: (Web) <http://www-csli.stanford.edu/~schuetze/emnlp-vlc2000.html>

Oct 7 - 8 '00 "Foreign Language Curriculum Design and Teaching at College-Level: Focusing on Research, Practice and Assessment: A Look into What's to Come in the 21st Century Department of English" Taiwan FL Curriculum 2000 Conference, Taiwan. Contact: Department of English, Da-Yeh University (Tel) +886-4 852-8469 #6011 (Fax) +88694 852-0361 (Email) <curriculum21@yahoo.com> (Web) <http://www.geocities.com/curriculum21/2ndcall.html>

Nov 2- 5 '00 "Towards the New Millennium" JALT 2000 Conference, Mt. Fuji, Shizuoka, Japan. Contact: Amy Hawley <shortone@gol.com> JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan

Nov 10-12 '00 "The Ninth International Symposium and Book Fair on English Teaching, 2000: Changes and Challenges in ELT" Taipei, Taiwan. Contact: Johanna E. Katchen (Tel) +886-3-5742705 (Fax) +886-3-571-8977 (E-mail) <katchen@mx.nthu.edu.tw> (Web) <http://www.helios.fl.nthu.edu.tw/~eta>

Nov 15-19 '00 "Research & Practice in Professional Discourse" City University of Hong Kong, Hong Kong, Hong Kong. Contact: (Tel) +852-2788-8209 or +852-2194-2625 (Fax) +852-2788-7261 (Email) <ecelec@cityu.edu.hk>

Nov 17-19, '00 American Council on the Teaching of Foreign Languages Annual Conference, Boston, MA. Contact: (Web) <http://www.actfl.org>

Nov 25-27 '00 "Revisiting Teacher Training" Seventh Annual Conference, Nepal English Language Teachers' Association (NELTA) Kathmandu, Nepal. Contact: General Secretary, NELTA, GPO BOX NO. 11110 Kathmandu, Nepal (Email) Mr. Ganga Ram Gautam <qep@wlink.com.np> Mr. Ram Ashish Giri <ra-giri@nelta.wlink.com.np>, Dr. Jai Raj Awasthi <awasthi@jai.wlink.com.np>

Dec 14-16, '00 "Innovation and Language Education" International Language in Education Conference (ILEC) 2000, The University of Hong Kong, Hong Kong. Contact: Mr. Samuel Lau, Secretariat ILEC 2000 (Tel) +(852) 2859 2781 (Fax) +(852) 2547 1924 (Email) <ilec2000@hkucc.hku.hk> (Web) <http://www.hku.hk/ilec2000>

Feb 12-14, '01 "Opening Gates in Teacher Education" is the first virtual conference out of Israel where teacher educators will discuss important issues pertaining to Teacher Education. Contact: (Email) <vc@macam.ac.il> (Web) <http://vcisrael.macam.ac.il>

24-26 Feb '01 "Eighth International Conference" Nepal English Language Teachers' Association (NELTA), Kathmandu. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>

Feb 27-March 3 '01 TESOL Annual Conference, "Gateway To The Future," St. Louis, Missouri.

Feb 1-3 '01 "First International conference on modern Chinese grammar for the new millenium (7th Conference on Chinese grammar)" Kowloon, Hong Kong. Contact: ICMCG Organising Committee, Dept of Chinese, Translation and Linguistics, City University of Hong Kong, 83 Tat Chee Avenue, Kowloon, Hong Kong (Tel) +852-2788-9509 (Fax) +852-2788-8706 (Email) <icmcg.1@cityu.edu.hk> (Web) <http://ctlhpan.cityu.edu.hk/icmcg/>

Nov 22-25 '01 "JALT 2001: A Language Odyssey" Third Pan Asian Conference Kitakyushu, Kyushu Island, Japan. Highlights six years of collaborative research and publications by members of KoreaTESOL, ThailandTESOL, ETA-Republic of China and JALT. Contact: (Email) Peg Orleans <tomnpeg@interlink.or.jp> or David McMurray <mcmurray@fpu.ac.jp> (Web) <http://server1.seafolk.ne.jp/kqjalt>

For a comprehensive list of upcoming conferences and events please look at the TESOL Affiliates' Conference Calendar Website at <http://www.tesol.edu/isaffil/confcalendar.html>.

Aug 1, '00 "The 21st Annual Thailand TESOL International Conference: The Power of Practice" Bangkok, Thailand. Please find call for papers in this issue.

EMPLOYMENT OPPORTUNITIES

Full-time English Conversation Instructor wanted at Foreign Language Education Center, Hannam University, Taejon. 12 hours/week, 1.8m won/month, overtime available, health insurance, pension plan, housing. Contact Shihee Yu (Tel) +82-(0)42-629-7771 (Fax) +82-(0)42-629-7840 (Email) <shihee@yahoo.com>

Disclaimer: "KOTESOL does not investigate these job offers or employers. Please use caution when considering any employment. We recommend that you not violate Korean Immigration and Labor Laws."

To post information on job opportunities, please contact Asif Siddiqui at (Email) <as_if@post.com>.

CALLS FOR PAPERS

ASAP for Fall '00 The Korea TESOL Journal welcomes practical and theoretical articles on classroom centered research, second language acquisition, and teacher training. Contact: Prof. Robert Dickey (Tel) 054-770-5136 (Fax) 054-748-2812 (Email) <rjdickey@soback.kornet21.net>

SUBMISSIONS

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie L. Dragut, Hannam University, 133 Ojung-dong, Taejon 300-791 (Email) <lldragut@eve.hannam.ac.kr>, (Tel) 042-629-7387.

The English Connection Contributor Guidelines

The English Connection is accepting submissions on matters related to the teaching of English as a second or foreign language. Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea and commentary on issues facing the TESL profession. See page four for contact information.

The English Connection welcomes any previously unpublished article in the following categories:

Feature articles should be 1,500-2,500 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Short Features or Reports should be 500-1500 words and should focus on events of interest to TESL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *The English Connection* publishes columns under the following banners: "Cultural Corner" (submissions should discuss culture as it relates to the learning or teaching of English); "Name That Member!" (submissions should introduce members of the KOTESOL organization); "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); and "FAQs" (questions about the TESL profession or about the KOTESOL organization).

Reviews of books and teaching materials should be 300-700 words in length. Submissions should be of recent publications and not previously reviewed in *The English Connection*.

Calendar submissions should be less than 150 words for conferences and calls for papers, less than 50 words for events. Submissions should have wide appeal among ESL/EFL practitioners.

Your submission should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions cannot be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt. Submit to the relevant editors, as listed on page 4.

What's Up IN KOTESOL

continued from page 21

chapter's indispensable Communications Coordinator, Jennifer Lalonde, followed by one of our faithful members Ms. Janne Meere. These two women set the tone for a dynamite session.

For July and August the Taejon chapter will be taking a break, making sure to start off with a bang come September. Although the speakers for September and October have yet to be confirmed, they will be announced in the September edition of TEC and in the local newsletter.

In closing, here is a brief message from the departing president, Edith D. Swain:

"To all KOTESOL members I wish continued happiness and success in Korea. I have learned a great deal from my involvement in KOTESOL and hope that all of you continue to do the same. Although I am moving back to Canada, I will hope for

the continued growth of KOTESOL as an organization and of all of you as people. Be happy."

CHOLLA CHAPTER

by Adam Lee

Out of respect for the daunting heat, humidity and monsoons of Korean summer, Cholla Chapter will not be holding a monthly meeting this July. Things will fire back up for fall semester on August 26th at Jeonju University. Robert Dickey from Kyongju University will be sharing a presentation on the English teacher as a cultural role model. Jeonju University's own Kristina Frillman will be giving the second presentation on the use of CNN in the classroom as an English teaching tool.

Karen Burrell from Kwangju University has agreed to speak about story telling in the EFL classroom on September 16th at our monthly meeting at Chonnam Girl's High School in Kwangju. There are still three openings remaining for presenters at this autumn's chapter meetings. If you are

interested in speaking at one of these meetings please contact President Brian Heldenbrand with that information as soon as possible.

Cholla Chapter is proud to announce that its new web site is finally up and running. Please come and take a look at www.kotesol.org/cholla. This will be of particular interest to other chapter officers who are searching for presenters for their conferences or monthly meetings. Abstracts, presenter bios, and e-mail addresses are available in the Archives Section for all the presentations given so far this year at our chapter meetings.

Cholla Chapter's English Drama Festival will be approaching rapidly as soon as next semester begins. If you have an interest in bringing some of your students to compete at Jeonju University on October 21th, it might be a good idea to motivate some of them to start working on a script over the summer months. Registration forms will soon be available online at www.kotesol.org/cholla/dramafest. Don't be caught by surprise in October and miss out on this great opportunity to have a blast with your students while improving their English pronunciation and boosting their speaking confidence.



British Institute of English Language Teaching

continued from page 11

including a magazine, access to a range of services on the BIELT web site, including things to help in the classroom and with other work, and a range of joint purchase schemes. These involves things like reduced price books, reduced price accommodation, and insurance and pension schemes appropriate for the life of an ELT professional, just to mention a few. Most of these services are already available; for more details, see the BIELT web site, at www.bielt.org. Particular new things there include an enormous amount of information about Continuing Professional Development, with lots of ideas for you to try, and the BIELT conference proceedings, which have just been uploaded.

Our main publication is our newsletter, called The Information. Issue one was out in March this year, and issue two is due out in September, but from next year,

it will be a quarterly publication. We have chosen a different sort of content from IATEFL Issues, or MET or ETp, or any of the other publications you may subscribe to, dealing not just with professional and practical classroom issues, but also with the life and lifestyle of an ELT practitioner.

The first BIELT conference and the formal launch of BIELT was in April 2000, in Oxford. The conference focussed on Teacher Professionalism in Language Teaching. In due course, we hope to run events at different locations around the world

BEYOND THE UK

BIELT is quite rightly focussing on the UK situation first. There is a lot to do here, with UK qualifications, with all the teachers working in the UK, or working around the world with UK qualifications. But eventually, we may be able to get to a point where we can say with confidence that we have got our own house in order, and we can start to work with teachers

and teachers' associations in other countries, all over the world.

We want to ensure that BIELT membership criteria are both universally accepted and yet rigorous enough to be dependable, to support the status which membership confers. That is what makes BIELT membership something to value - and is what makes it a good combination with IATEFL, both in the UK and locally in all the different IATEFL associates.

We look forward to receiving your application soon!

For further information about BIELT, or about any of the events, please contact us at:

British Institute of English Language Teaching
PO Box 1109, Headington D.O. OX3 8XR
Telephone: 01865-742086
(Email) enquiries@bielt.org (Web) www.bielt.org

Pusan KOTESOL Conference 2000

Weathering the storm for English Education

by *Marcela Jonas and Terri-Jo Everest*

On May 13th, the Pusan KOTESOL Chapter held its 4th annual conference at Pusan National University. The Institute of Language Education building proved an ideal setting: sound-proof lecture rooms in a variety of sizes, equipment in place, and attractive furniture. Concurrent sessions were held on its second and third floors, allowing attendees to mingle freely and change rooms with ease.



Dr. Ahn Jong Hun presents his lively and informative plenary: "Problems and challenges of English teaching in Korea"

Many months ago, when the conference committee searched for a conference title, all they could come up with was P P P P P P Pusan 2000. All were in an alliterative mood and their baffled brainstorming yielded naught but lexes with word-initial P; hence the subtitle, Pursuing Possibilities ... Somebody may have accused the poor bilabial of being too peaceful and passive; there may have been calls for a more vibrant letter, such as roaring, retroflex R. But R brings rain to mind and nobody wanted that on the conference day. In a truly KOTESOL spirit, the conference day was marked by rain, which starts with a P in Korean. Only those who came very early didn't get soaked.

The conference was officially launched by Dr. Sang Ho Han, KOTESOL National President. In his welcoming address, Dr. Han invited all to upcoming KOTESOL events, in particular to the national conference to be held in Taegu on September 30 and October 1, 2000. The plenary speaker, Dr. Jung Hun Ahn, captured

everybody's attention with "The Problems and Challenges of English Teaching in Korea". He approached the topic from the learner's point of view and engendered much enthusiasm for English educational reform in Korea by not only identifying the problems, but also proposing practical solutions.

The topics of the first two sessions ranged from teaching writing to using movies, fairy tales, and the Internet in the classroom, and, also, workshops, notably Kirsten Reitan's informative and interesting presentation on learning styles. There was a variety of formats to choose from: a lively panel led by Andrew Finch and Kevin Sampson addressed the role of the teacher in the classroom; Asif Siddiqui's workshop featured a multi-skill approach to teaching Business English; Bill Pellowe's paper shed much-needed light on the nature of meaning negotiation in the classroom – to name just a few.

Had the weather been as sunny as the mood at the conference site, nobody would have remembered the 10-minute walk to the university cafeteria for lunch. The conference committee members went out of their way to combine exercise, sightseeing, bonding opportunities, and practice in following directions: you walk straight, then down the road, up a little dirt path past a picturesque house with a Chindo dog and kimchi jars in the yard, up again ... Because of the rain, the route to the cafeteria cannot be counted among the conference highlights. The lunch, however, was very tasty.

Despite the bad weather, more people arrived in the afternoon for two more sessions of presentations. There was much to choose from: for instance, while Yong-Hoon Lee offered insights on how to cope with culture in ESL classrooms by using e-mail, Dusty Robertson's dynamic workshop showed how to recognize and

cope with multiple learning intelligences. Teachers trying to cope with pronunciation problems, theirs or their students', flocked to Peter Nelson's workshop.

One of the true highlights of the conference was the participation of our Japanese colleagues: Bill Pellowe, Giles Parker, Keith Lane, Ronan Brown, Mark Cowan, and Chris Chase. They gave our conference a truly international feel and we were happy to hear that they intend to participate in future KOTESOL events. New liaisons were formed and plans for future events are underway. A pen pal project linking PNU and Seinan Gakuin University students has already begun; moreover, tentative plans for an international student conference or speech contest with a forum for student talent is being discussed.

The time between sessions and during a coffee break was an opportunity to talk with old acquaintances, strike up new friendships, exchange ideas - and, of course, to browse, examine, and buy some of the wonderful teaching and learning resources available at the ten publishers' displays. After the final session, all conference attendees gathered once more in the plenary room for closing activities and the raffle. A singing performance by PNU students was a nice final touch.



Panel participants chat and change chairs in Andrew Finch and Kevin Sampson's "Gluing It All Together: Trust or Cynicism?"

The conference couldn't have happened without the many able-bodied volunteers who helped with everything from registration to hauling tables, AND without the presence and the support of the publishers, AND without the student volunteers. THANK YOU, and see you next year!

Who's where in KOTESOL

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Robert Dickey, Publications Chair (see info on page 4)

John Phillips, Technologies Committee Chair (see info under KOTESOL Departments)

Douglas Margolis, KTT Chair (see info under KOTESOL Departments)

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**Will it soon be time to renew your
KOTESOL membership?**

Constitution & Bylaws of Korea TESOL

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

1. 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.

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)
- Student - show full-time ID (20,000won/year)
- International (US\$50.00/ year)
- Lifetime (400,000 won)
- Institutional/Commercial (contact for rates)

Payment by Cash Check On-line transfer (Please make on-line payments to **박 회분** or KOTESOL at Taegu Bank

(**대구은행**) account number 036-05-004600-3. 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, Suwon, Chongju, Taejon, Taegu, Cholla, Pusan, Cheju, International)

Date of membership: _____ - _____ -00 (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: _____

Fax this form to:
KOTESOL at 0561-746-1097

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in order to reduce file size.