

A Publication of Korea Teachers of English to Speakers of Other Languages Nov. 2000, Vol. 4 No. 6

## From Confusing to Confucian: Towards an Understanding

*By Sheila Windle*

### 1. Introduction

In any teaching situation, getting to know the students is essential and, when teaching abroad, necessitates learning about the culture as well. In Korea, getting to know the students involves gaining some understanding of Confucian ideology, which has shaped Korean culture considerably. Though South Korea is changing rapidly and Confucian influence becoming less visible, the doctrines of Confucianism still underlie human interactions to a great extent.

Some foreign English teachers in Korea believe there is no need to learn about Korean culture. After all, they were hired not only to expose students to their native language but also to their native culture. Furthermore, it's possible that learning too much might "contaminate" their authenticity and, as such, remaining ignorant of Korean culture ensures their value as a foreign entity.

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# The English The Connection

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

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# The English Connection

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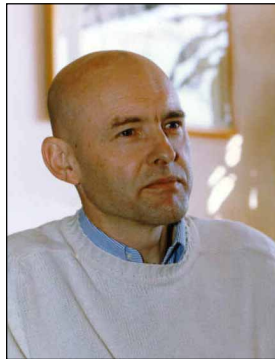
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Dear KOTESOL Members,

Here we are on the other side of the National Conference, already heading for Christmas. Finding myself writing this column, I sincerely hope that I can help in furthering the interests of KOTESOL and its members - interests already identified and addressed by previous presidents, for whom I have only the deepest respect. Thanks to their dedication and application, there is so much to build on. Thanks especially to Dr. Han Sang-ho, who has finished his term as president, and who will continue on the Executive Council as past president, providing us with the benefit of his experience and expertise.

There are so many instances of people giving time and energy to KOTESOL, and thus to the betterment of the educational scene in Korea (this must be our prime aim). I can only be thankful to be part of such vocational effort. This was obvious in the National Conference in Taegu. Sorry to spend all this time on thanks, but the amount of good-natured effort that went into the organization was incredible. The presentations that I managed to see were also excellent. Please allow me to offer heartfelt congratulations to the Conference Committee, and please also remember that it was done for you, the members. The Co-chair of the conference, Dr. Hyun Tae-duck, is Chair of the next one, and I wish him all the best. A provisional title is being floated ("The Learning Environment: The Classroom and Beyond"), and it is normal to have odd-



*Andy Finch*

President's  
Message  
by  
Andy Finch

numbered conferences (this will be the 9<sup>th</sup>) in Seoul. If you are interested in helping, please contact the Chair - you will be welcomed.

Yes, it was all for you, the members. You are the people who are here in Korea, working in various learning environments, helping Korean students emerge into fluency, and thereby directly contributing to the future of Korea. KOTESOL is your organisation, and it is here to serve you and be served by you. One focus of my term must be to address the member issue, for, as was said at the conference, KOTESOL is not just for Tertiary educators. We need to share our experiences with all English teachers, from Primary and Secondary teachers, to Hagwon teachers. These are the people who can enrich our organization by coming to join us. First, however, we need to get the word out to them.

In addition to this pressing issue, there is a lot to examine in terms of professional development, excellence of teaching, effectiveness of education, policy directions, action research, etc., and I'd like to say more about this at other times. The thinly disguised version of an inaugural address that was given at the conference spoke of a New Research Agenda. This is something very dear to me. We are in one of the most intensive and fruitful TEFL environments in the world - fruitful in terms of students and job satisfaction - something that Dr. Allwright spoke about. We have a rich garden of potential research in front of us - research that specialists in ESL countries cannot do. We are the people on the ground floor, people who can furnish our profession with huge amounts of research data. We don't have to be highly qualified, experienced and insightful to collect this data - it is there in the classroom, waiting to be documented.

So I've finally reached my message: please trust yourselves, and believe in yourselves. You (KOTESOL members) are the people doing the work at ground zero. You are observing what works and what doesn't work. You are the ones doing Distance degrees and basing them on direct action research. The profession needs you, and KOTESOL needs you. Here is my call for action:

- i)** Observe your classrooms, make notes, and write them up. Send you observations to TEC or to the KOTESOL Journal (or other journals). Tell the world about your experiences - they are totally valid.
- ii)** Take a look at the list of national officers, committees and chapters (back pages of this issue). We need you - please pick up the phone!

*Health and peace.*

# From Confusing to Confucian: Towards an Understanding

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However, it is this author's contention that having some understanding of Korean culture enables the teacher to deliver her/his message to students in a more meaningful way. Often, unbeknownst to the EFL teacher, what appears to be a language barrier is in fact a cultural barrier. A student may be stymied because of cultural factors beyond the level of language. Realistically, the teacher can not fashion her/his lessons around intangible possibilities. However, becoming aware of cultural barriers that manifest themselves in the classroom can, over time, assist the EFL teacher in gaining a better understanding of the students and ultimately, in communicating with them more effectively.

The need for a more culturally authentic approach to Second Language Acquisition theory was identified by Sridhar (1994), who affirms that, "... current theories are powerfully constrained by Western cultural premises" (p. 801). Similarly, Lin and Warden (1998) claim that a focus on the language and teaching practices may itself be a cultural bias that limits development in the EFL field.

Maximizing the learning results of our English students, certain issues have often focused on issues including language teaching, learning theories, teaching materials, teaching approaches and methodologies, syllabus design, etc. Though research is being undertaken every day, much of it has been powerfully constrained by Western cultural assumptions.

This paper represents an attempt to go beyond the level of language to consider factors that impact the EFL classroom. Cultural norms in South Korea which differ from those of Canada and the United States, and which tend to present barriers to communication between foreign instructors and Korean university students, are identified and discussed: "ch'emyon" ("face"); "kibun" ("inner feeling"); "nunchi" ("reading a situation"); and hierarchy. These are followed by four differences in communication styles: ambiguity; indirect discourse; yes-no questions; and questions about the future.

*Note: Having taught and lived in Canada, the United States and South Korea, the author will use Canada and the United States as representative of "Western" thought and South Korea of "Eastern" thought. Also, henceforth, "Korea" will refer to South Korea. Use of these terms is not meant to have any application beyond this article. Rather, the purpose is to acknowledge the limitations of the perspective offered, and to simplify the reading process.*

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**In Confucian culture, silence is often an appropriate response whereas Western culture does not consider silence an answer at all.**

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## 2. "Ch'emyun," "Kibun," and "Nunchi"

Let's face it: "face" is of much greater importance in Korea than in Canada and the United States. Korean people go to great lengths to avoid losing face and to help others avoid this as well. In the East a break in decorum is considered disastrous. The concept of "face" extends to others as well. In this way Korean people are generally sensitive to others' feelings and determined to maintain positive feelings.

The concepts of "face" (*ch'emyon*) and *kibun* (mood or inner feeling) are key elements in relating to others. Especially in formal relationships, Koreans scrupulously avoid situations in which dignity or self-respect may be lost or embarrassment result. Likewise, it's important that the *kibun* be kept positive. It's necessary for Koreans to sense the mood of others by developing *nunchi* (the ability to "read" a situation) in order to maintain social harmony and personal dignity. (Nilsen, 1997, p. 46)

This has application in the classroom when the student is asked a question and believes the answer to be undesirable. Trying to save her/himself or the teacher from embarrassment, or wanting to avoid a subject that is considered unpleasant, the student does not respond. Instead, s/he sits silently, purposely avoiding eye contact with the teacher. The absence of a simple verbal response (language level) suggests that cultural factors (beyond the language) are at play. In this case, the cultural barrier may be an interplay of *ch'emyon*, *kibun* and *nunchi*. Responding to *kibun* and adept at reading situations, the Korean student realizes that responding as the teacher expects will result in loss of face for the teacher and/or for her/himself.

From the teacher's perspective, the question at hand may be an easy one requiring only a simple answer. Moreover, previous performance indicates that this student is more than capable of responding "appropriately". Baffled at the silence, the foreign teacher concludes that this student is being defiant and disrespectful. In Western countries the student is expected to make eye contact and required to give an answer, even if the answer is "I don't know." However, in Korea, saying "I don't know" causes both student and teacher to lose face, and making direct eye contact with a superior is disrespectful (McCargar, 1994). So the least disturbing option is to look down and remain silent. Silence, as well, opens up an entirely new branch of cultural difference. In Confucian culture, silence is often an appropriate response, whereas Western culture does not consider silence an answer at all.

So the foreign teacher attempts to conquer the silence by repeating the question, providing additional information or rewording it. Though these common practices are aimed at assisting, they often have the adverse effect of "singling out" the student. This in turn has implications beyond proportions generally witnessed in Western classrooms because in Korea,

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the loner, i.e., “wang ta,” is apt to be ostracized by “the group.”

The student is under a lot of stress but the English teacher is relentless. Realizing this, the student employs a technique for smoothing over the situation. S/he answers in a vague way. Vagueness is a form of politeness in Eastern culture used to dissolve or avoid embarrassing situations. To the Western teacher, however, it is considered inadequate.

With all these different cultural values at work below the surface, it is easy to see how cultural clashes occur in the classroom. If unaware of the underlying cultural values that influence students' behavior, the foreigner is only equipped to interpret the situation from the Western perspective. Various techniques proven effective in Western culture often yield disappointing and frustrating results in the Eastern classroom. It is this scenario that has native English teachers in Korea today voicing Wu's research question, “Why won't they speak up?” (1991). Add to this mix of cultural factors an unseen hierarchy, and confusion is multiplied.

### 3. Hierarchy

Confucian hierarchy places teachers well above students. Respecting this hierarchical arrangement is paramount to maintaining order and results in students being exceptionally careful not to offend teachers. Thus, if asked “Do you understand?” by the esteemed teacher, most students will answer “yes” even if they do not understand. This saves face for them and the teacher.

The importance of social hierarchy is reflected and reinforced by the Korean language which has honorific suffixes (e.g., 'nim' and 'shi') to mark one's status/position. Age being a major determinant of status, “subordinates” are always conscious of their place in the hierarchy and may not speak because the elders should have the first opportunity to do so. Gender also factors into the hierarchical equation, giving men one up on women.

The following scenario, shared by a former colleague, is typical. A small group of students was composed of a senior male and two sophomore females. The women were much better speakers than their senior, but as the senior pointed out, the two women

would not speak out of deference to him - as male and older. Since in the West, students are generally accorded equal status, behaviors produced by the “status meter” in Korea often fall into the foreigner's file of unsolved mysteries.

Differences have been identified between the East and West with respect to styles of communication. Looking at philosophical bases of these differences may help the EFL teacher understand her/his students better.

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**Eastern thought, in general, considers life as beyond the control of humans; dependent on our relationship with nature.**

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### 4. Ambiguity

English speakers value clarity of expression and a lack of ambiguity, whereas the reverse is often true in Korean discourse. From the Eastern perspective, expressions are considered rich when polyvalent. In most situations, ambiguous messages are not only appropriate but admirable for they indicate wisdom on the part of the speaker. Conversely, in English, explicitness is considered desirable. The more precise one's selection of words, the better. The more succinct, the better. In general, the less ambiguous the message, the more value it is considered to have. In this regard, English and Korean modes of communication are vastly different, as are the values and beliefs about what composes desirable communication.

### 5. Indirect discourse

Related to the notion of ambiguity is style of discourse. When presenting an argument or providing an explanation in English, a linear format is used. The topic is introduced outright and the position clearly stated. Then, background information to rationalize and substantiate the stance is provided. Finally, the conclusion, which normally reiterates the initial position, is reached. This is a straightforward model considered logical and easy to fol-

low by native English speakers. On the other hand, logical presentation in Eastern countries follows a different formula, as research by Scollon and Wong-Scollon (1998) supports:

Differing approaches toward discourse result in difficulty and confusion when Asians and Westerners communicate in English. In Chinese, Korean, or Japanese discourse, topics are usually introduced inductively; topic introduction is delayed and indirect. Conversely, English-speaking Westerners introduce topics early in a conversation. (p. 113)

When speaking to EFL learners who have the ability to present an explanation or argument, the native English listener awaits topic identification as the signal to “tune in.” Without an initial explicit statement, s/he does not “tune in” in earnest and, thus, misses the bulk of the message. Eventually, s/he wonders, “What's the point?” In anticipation of a linear framework, the English listener perceives indirect, or circular discourse as a mass of thoughts presented haphazardly and not clearly demonstrated or supported. Though proper grammatical English may have been used, the indirect mode of discourse often leaves the native English receiver with an overall impression of “vagueness.”

Conversely, one might expect that Korean listeners often find the English mode of presentation blunt and uninviting of interpretation – excessively linear and concrete. An article written by Pak Kyoung Hee in the 1970's sheds some light on these speculations and other cultural differences that manifest themselves through language. Of Korean descent, Miss Pak, studying in Japan, commented specifically on two types of questions that were particularly awkward for Japanese students: a) questions about present desire or preference, e.g., Would you like to ... ?, and b) questions about future life. Personal experience suggests that difficulties with these questions apply to the Korean classroom as well.

### 6. Yes-No questions

Foreigners often lament the inability to get “a simple yes or no answer.” From the

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Western perspective these are usually easy questions to answer, for they require only one word on the part of the respondent. Frustration can result when silence follows a seemingly simple and non-threatening question such as, "Do you like tennis?" Possibly, such a question, considered logical by the foreign teacher is perceived as strange or nonsensical to Asian students, as Pak (1973) explains:

[M]aking decisions ('Yes' or 'No') very much depends on harmony or balance between people or situations... [A]ccording to our sense, this kind of "Yes" or "No" (without knowing the other party's situation) seems meaningless or superficial. Sometimes, the question itself seems strange and nonsensical. That is why we often hesitate to answer "Yes" or "No," or keep silent or non-committal. (Pak 1973, p. 108)

## 7. Questions about the future

Different ideologies exist about the future as well. Eastern thought, in general, considers life as beyond the control of humans; dependent on our relationship with nature. So, there is not always an answer, and that is why, when asked about the future, Asian students often use non-committal words such as "Perhaps," "Maybe," or "Probably." Pak (1973) contrasts this perspective with the Western view of life which emphasizes human beings' ability to control their lives by their own efforts. Though Western teachers find it reasonable and interesting to entertain hypothetical scenarios about the future, from the Eastern viewpoint, these questions and considerations are meaningless to a certain degree. Pak concludes that for an Eastern person to answer questions about the future with certainty, s/he would have to

learn an entirely different view of life and history.

## 8. Conclusion

The purpose of discussing these cultural differences is not to suggest that the content of EFL instruction be changed, nor that any EFL teacher become expert in Korean culture. Rather, the intention is to "bring to the surface" some issues that affect communication in the EFL class-

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**Though Western teachers find it reasonable and interesting to entertain hypothetical scenarios about the future, from the Eastern viewpoint, these questions and considerations are meaningless to a certain degree.**

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room, but remain disguised and often create frustration for the teacher. Recognition of cultural differences that predispose students to respond in ways Western culture deems "inappropriate" may help EFL teachers relax more. This is particularly important in Korean classrooms where students are highly responsive to their teachers' *kibun*.

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# Don't Sweat It

by *Julia Rosamond*

Classroom burnout afflicts most of us at one time or another. In Korea, most of the EFL teachers must cope with the stress of cultural differences and pleasing employers who work under different rules as well as the general stresses inherent in classroom teaching.

After teaching in Korea for four years and dealing with good and bad employers, students of all ages and desires regarding learning, and suffering a case of burnout, I developed some personal guidelines for the classroom. I realized that I could give the students what I thought they needed and please the administration without losing my effectiveness or getting burned out.

My rules basically fall into one category: Don't sweat it. How?

## **1. Remember, you're only an assistant.**

Your job is only to assist the student along the way in his or her path of learning. You have not been anointed to turn out perfect speakers...you can't. Your only obligation is to provide them the opportunity to learn.

**You cannot make the proverbial horse drink once you've led him to the water, so quit trying.**

## **2. The student is responsible.**

It is the student's responsibility how much of that learning opportunity each wishes to seize. In this country of passive learning, it's easy to forget that the student bears the greatest burden for his or her learning. You cannot make the proverbial horse drink once you've led him to the

water, so quit trying. Besides, you've already been to school.

**I really don't care what they learn ... but I do expect them to learn something.**

## **3. Whatever a student learns is okay.**

Although I don't expect my students to become fluent speakers instantly, I do expect them to learn. However, I no longer put a value on the content of that learning. I really don't care what they learn be it merely losing the fear of 'foreigners' or improving their language fluency, but I do expect them to learn something.

## **4. Forget about it.**

There are those students who, despite your charm, enthusiasm, and dynamic teaching techniques, refuse to learn. Solution: forget about it. There are a lot of other students in your classroom who are worth your efforts—and will appreciate them.

## **5. Please yourself.**

There are just some classes that no matter what you do it feels like you're teaching a bunch of DOA's—it seems they don't care and aren't interested. Okay. But, you still have to go to class. I no longer try to please these students ... I try to please myself. I now go into those classes with material and techniques that I find interesting. If they like it and learn, great, if not—then that's okay too. At least I've had a good time.

## **6. Half is better.**

Like a trip to Seoul on a Saturday—you can never accomplish all of what you want to in the time allotted, so plan less. I decide what I want to teach for a particular

# Techniques

edited by **Stephanie Downey**

lesson then cut that in half. By doing that, I get a sense of accomplishment in finishing what I started, and the students are not overwhelmed with too much information. And, if I run short of content, I have a plan B—all my original content—that I can supplement the lesson with.

## **7. Set strict behavior rules and enforce them.**

Although learning doesn't have to be drudgery, it is a serious business. Even in this culture where social belonging and status are paramount, one can't learn while being chatty or upping the status with God's revenge: a hand phone. I have a few strictly enforced classroom rules, and the first time I enforce the rules with an offending student is usually the last time that I have to do so. Besides dealing with the distraction, strict enforcement also shows the students that I mean what I say. For the rest of the semester, I can give assignments or instructions knowing my students will pay attention.

*One note: Pick only those few rules, otherwise you will become a policeman and your students will tune you out*

**There are those students who, despite your charm, enthusiasm, and dynamic teaching techniques, refuse to learn. Solution: forget about it.**

## **8. There are no speaking mistakes.**

Most of us allow for speaking mistakes in the classroom. However, on the first day of class when I actually tell the students

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that "mistakes are okay, that if they didn't make mistakes they wouldn't learn and wouldn't need me," I can see (and feel) a collective sigh of relief as they relax.

### 9. Don't swim upstream.

Go with the last minute Korean flow of things. I no longer get upset with last minute class cancellations. I happily give up the time. The students are thrilled and think I'm a wonderful teacher. My reward? I get students who are a little more willing to do extra work, and neither of us misses the lost time or work.

### 10. Give exams.

Unless moved by a sheer love of learning a foreign language, most of us need a reason to study. I give oral and written tests. It is a method familiar to the students in this society where good grades are

omnipotent; it provides great motivation for the student to study, and it also shows the student that you, the teacher, take the business of learning seriously. And, surprise! surprise! Most students usually learn something in the process.

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### Most students usually learn something in the process.

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Most of us know about the stress of "cultural differences." However, unless we are born to the culture or wholeheartedly and unquestionably embrace it, we will always be in a state of culture shock here. That's more than enough stress to live with without taking on unnecessary stresses in the classroom. You'll still be a good teacher, better probably, and burn-out won't drive a good teacher out of the classroom.

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*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); "Membership Spotlight" (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.



# *Think* SIG

**KOTESOL SIGs**  
(Special Interest Groups)  
are reactivating. Ask your  
chapter leadership for details.

# Call for Papers

## The Korea TESOL Journal

### Information for Contributors

#### **EDITORIAL POLICY**

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

1. classroom centered research
2. second language acquisition
3. teacher training
4. cross-cultural studies
5. teaching and curriculum methods
6. testing and evaluation

Because the *Journal* is committed to publishing manuscripts that contribute to bridging theory and practice in our profession, it particularly welcomes submissions drawing on relevant research and addressing implications and applications of this research to issues in our profession.

"Action Research" -based papers, that is, those that arise from genuine issues in the English language teaching classroom, are welcomed. These pedagogically-oriented studies, along with case-studies/reports, displaying findings with applicability beyond the site of study, rightfully belong in a journal for teaching professionals.

The *Korea TESOL Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *KOTESOL Journal* is an international journal. It welcomes submissions from English language contexts around the world, with particular reference to learners from northeast Asia.

#### **GENERAL INFORMATION FOR AUTHORS**

##### **Submission Categories**

The *KOTESOL Journal* invites submissions in four categories:

**I. Full-length articles.** Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables). Submit three copies plus three copies of an informative abstract of not more than 200 words. If possible, indicate the number of words at the end of the article.

To facilitate the blind review process, authors' names should appear only on a cover sheet, not on the title page; do not use running heads. Manuscripts should be submitted to the Editor of *KOTESOL Journal*:

Prof. Robert Dickey, Managing Editor  
School of Foreign Languages & Tourism  
Kyongju University  
Kyongju, Kyongbuk, S. KOREA 780-712

**II. Brief Reports and Summaries.** The *KOTESOL Journal* also invites short reports (less than 1,000 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced education are appropriate for summarization. Send **two copies** of the manuscript to the Editor.

**III. Reviews.** The *KOTESOL Journal* invites succinct, evaluative reviews of professional books, classroom text, and other instructional resources (such as computer software, video- or audio-taped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 700 words. Submit **two copies** of the review to the Editor.

**IV. The Forum.** The *KOTESOL Journal* welcomes comments and reactions from readers regarding specific aspects or practices of our profession. Contributions to The Forum should generally be no longer than 7-10 double-spaced pages or 3,500 words. If possible, indicate the number of words at the end of the contribution. Submit **two copies** to the Editor of the *KOTESOL Journal* at the address given above.

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

*"The KOTESOL Journal accepts submissions on a continuous basis.  
However, because the review and printing process usually requires nine weeks or longer,  
we recommend that papers be submitted as early as possible  
in order to be considered for publication in the Fall 2000 issue."*

## Call for Presenters

# PAC3

The Third Conference of the  
Pan Asian Consortium  
Kitakyushu, Japan  
November 22-25, 2001

KOTESOL is holding 20 “vetted slots” for presentations at PAC3, to be held in Kitakyushu, Fukuoka Prefecture, Kyushu, Japan. (That’s just a short Odyssey across the East Sea from Pusan, and across the nearest island a bit.) This means that, instead of competing against one thousand other applicants for speaking slots, you are asking KOTESOL to reserve one for you. Yes, just one proposal – if you wish to submit additional proposals you must go through the normal PAC3 proposal process.

Over 4,000 teachers from throughout East Asia and the world are expected to participate in PAC3 – the largest English teaching conference in the history of Asia. Perhaps the most important ELT conference in the universe (after TESOL and IATEFL, of course!).

## 2001: A Language Odyssey

### Content Areas & Focus & Format:

**Content Areas:** Applied Linguistics; Bi/Multi-lingualism; College/Univ Education; Conversation Schools; Culture; Curriculum Design; Foreign Language Literacy; Gender Awareness in Language Education; Global Issues in Education; Interpersonal Issues for Educators; Korean as a Foreign Language; EPIK/Fulbright/JET programs for Classroom Assistant Teachers; Language & Technology; Language Programs; Language Systems; Learner Development; Materials Writing & Design; Pan-Asian collaborations; Professionalism, Administration, & Leadership in Education; Research Method & Design; Teacher Education; Teaching Children; Testing & Evaluation; Other.

**Focus on:** **I** Classroom activities / tasks; **II** Research / theory; **III** A balance of **I** and **II**; **IV** Other

**Format:** Paper; Demonstration; Workshop; Guided Discussion; Exchange; Swap Meet; Poster Session; Colloquium.

**See greater details at:** <http://www.seafolk.ne.jp/kqjalt/c4p/call2.html> and [/call3.html](http://www.seafolk.ne.jp/kqjalt/c4p/call3.html)

### Submission Requirements:

**Abstract** – limited to 200 words (single spaced, one page only)

**Biography** – limited to 75 words per presenter.

**Title** – limited to 10 words or less, no colons, dashes, or commas.

**CURRENT Membership in Korea TESOL at time of submission.**

### Advice Regarding Submissions

Major factors in the selection process include: clarity, appropriateness for the intended audience, quality of research, and indications that the presentations will be well prepared

#### Factors that strengthen:

- The topic and point of view are clearly stated.
- The format is appropriate to the topic.
- The presenter shows familiarity with current practice and/or research.
- The abstract is well written, carefully edited and proofread.

#### Factors that weaken:

- The abstract is over-generalized and no details or examples are given.
- The title is obscure, inappropriate or unrelated to the content.
- Elaborate equipment is needed.
- The abstract is carelessly written.

**On the abstract, put the following information in the upper left corner:**

- Contact Name
- Employment Affiliation
- Address
- Phone Number
- FAX Number
- E-mail address

**Put the following information in the upper right corner:**

- Presentation Format
- Length
- Content Area
- Focus
- Equipment Requested

**DEADLINE: March 10, 2001, received (not postmarked or email dated) by 6pm KST.**

Submission address — VIA E-MAIL is preferred (an RTF attachment, please):

<kreitan@nms.kyunghee.ac.kr>  
or

Kirsten Reitan  
GSP, Kyung Hee University  
1 Seochunri, Kihungeup, Yongin City  
Kyungkido, 449-701

**No FAXed submissions will be accepted.**  
Telephone inquiries: 031-201-2386 (Kirsten's Office).

**For this edition we are delighted to be spotlighting James Forrest.**

**What is your current position?**

I'm currently Head of English Teacher Training at The Institute of Language Research & Education at Yonsei University, with responsibility for the Cambridge CELTA and DELTA courses (Certificate and Diploma in English Language Teaching to Adults).

**Where are you from?**

I was born in London, but now have a flat on the seafront in Brighton on the south coast of England. I manage to get back only once or twice a year though.

**What is your educational background?**

I have first degrees in Educational Psychology & Language, and German, and higher degrees in Theoretical Linguistics and Applied Linguistics - the latter an MA with Distinction, from the University of Essex. This is apart from additional qualifications in TEFL and the Phonetics of English. I also did PhD research at the University of London and studied business administration in Germany.

**What are your hobbies or interests?**

I do a lot of reading - both for my job and to pursue my outside interests. I did the RSA Diploma course in 1979(!) - on the cusp of the communicative revolution - but a great deal of methodological water has flowed under the EFL bridge since then, and I feel it's important to keep up with the relevant literature. I'm also interested in archaeology and language, writing systems, and all kinds of puzzles from mind games to unexplained phenomena and esoterica.

**Which countries have you visited?**

Having lived for several years in both Germany and Poland, and also Korea (twice), I've travelled widely in western and eastern Europe, as well as north Africa, India and most Asian countries.

**When did you first become involved with KOTESOL?**

It was during my first tour of duty in Korea (1985-90) that I first became involved with KOTESOL - or rather its predecessor, and I still have a few copies of the old AETK

newsletter. It was a valiant effort with limited resources, but the current publication is, of course, far superior in terms of breadth of coverage, layout and readership appeal.

**What is your basic teaching philosophy?**

Principled eclecticism. There is no single 'right' way to teach a language. A slavish adherence to one particular approach, be it: Grammar-Translation, Structural-Oral-Situational, Audio-Lingualism, the Communicative Approach or untrammelled humanism, has always led to a performance deficit in some area. Successful teachers generally employ a set of procedures and techniques drawn from a variety of methods, and vary their input paradigms (eg: PPP, TTT, TBL) accordingly. This is a severely practical approach, and one we encourage our trainees to adopt (and we equip them with the tools to do so) with a view to increasing their professional competence in dealing with in-class situations. This doesn't mean neglecting the theory, however. Teachers should always be widening their knowledge of the options available to them by doing book research, going to KOTESOL workshops and doing courses like the CELTA. In this way they will build the all-round awareness needed to better relate theory to practice and practice to theory, and make informed choices re the techniques, procedures and paradigms that best fit their students' needs and particular learning situations. Also, they will enjoy their teaching more!

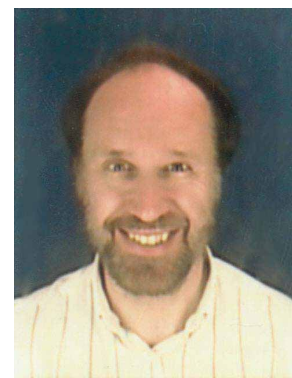
**How did you get into Teacher Training?**

My first brush with teacher training came while I was a Visiting Professor of English at Seoul National University, College of Education (1985-88), ostensibly teaching fourth year students 'English Conversation'. It soon became apparent, that these soon-to-be teachers' only real exposure to 'practical methodology' was observing G-T style lessons in selected state schools, supplemented by lectures on theory and a battered pirate copy of Brown's 'Principles of Language Learning and Teaching' (1st Ed.). Appalled by this pedagogical impoverishment, I decided to use my own sessions to 'loop input' a slew of practical techniques I felt they should at least know about for when their time came to step up to the chalkface in earnest. There was often great resistance - eg to using a variety of interaction patterns,

communicative activities focusing on meaning rather than form and humanistic approaches. (I probably went over the top with some of the activities, and there

# Membership Spotlight

edited by **Jerry Foley**



wasn't much reflection - not in vogue then!) but the payoff came when I met some of these same students a couple of (school) years later, and they said to me, 'We realise now what you were trying to do.' I found this disarmingly simple statement quite moving and from then on I was well and truly 'hooked.'

After working with the Diploma programme in Poland for six years, and doing workshops for IATEFL, I returned to Korea in 1997, where the CELTA has been our most popular course.

**What are your plans for the future?**

Well, we are currently planning and enrolling for our upcoming 4-week intensive CELTA course (17 Jan - 16 Feb) to be followed by the part-time DELTA from next spring, which will be run this time in conjunction with the British Council. There are also training courses for English teachers at some of the leading Universities in Seoul in the pipeline for next year, all of which I hope will go some way towards continuing the uphill struggle to raise the standards of English teaching in both the public and private sectors in this country. But I must say I'm more optimistic now than I was 15 years ago!

**James Forrest can be contacted at <jasforrest@yahoo.com>**





An information desk staffed by helpful student volunteers advise TechComm Chair John Phillips about evening cultural programs and other activities at KOTESOL Conference 2000.



Jane Hoelker fields questions at her Sunday presentation.



Computers, OHP, and whiteboard combine for improved imagery in a CALL-based session.



Dr. Andy Curtis presented on teachers as critical agents for change.



Outgoing KOTESOL president Sangho Han and Far East English Teachers' Assn (FEELTA) President Galina Lovtsevich seal the new 'sisterhood' relationship between the societies.

## The Bounty of the Net -- KOTESOL Conference 2000

By David E. Shaffer

It was the last Saturday in September and I was approaching the unfamiliar North Gate of Kyongbuk National University in Taegu. It was an entrance devoid of people, but the reassuring large banner stretching across the gate informed me that I was where I was supposed to be – Korea TESOL Conference 2000.

Signs and arrows directed me to the Bokji-gwan for conference registration. It was not hard to find, being the only area of campus that was active before 8 a.m. On the second floor, student helpers in their blue publisher's shirts were putting on their yellow sashes, and at the registration desk, Registration Coordinator Kim Su-mi was hurrying from table to table giving last-minute instructions to still more helpers. Publications Chair Robert Dickey was nearby, making sure that database information on new members was collected and that the hot-off-the-press conference programs and proceedings were distributed. I was pointed in the direction of Lecture Hall 4, the building next door, to pick up these materials.



Dr. Leo van Lier answers questions after his Saturday plenary presentation.

The ground floor of the lecture hall was abuzz with publishers – all the ELT materials publishers in Korea – setting up Publishers' Exhibition displays of the full array of ELT course books, teaching resources, and electronic materials available. I made my way to the second floor to pick up my program packet, dispensed in a blue backpack. I quickly consulted the textbook-sized program to plan my presentation-going for the day. The outside of the program greeted me with the Eighth Annual International Conference's theme – *Casting the Net: Diversity in Language and Learning*. Inside, I was greeted with that diversity – scores upon scores of presentations, more than 130 in all. The diversity in presentations ran from reading, writing, listening, and speaking to CALL and ESP; from teaching approaches, learning styles, and textbooks to research, curriculum development, and teacher training workshops. On the way to my first presentation, I ran into Conference Chair Andrew Finch seeing to it that everything was running smoothly and Program Chair Kirsten Reitan making sure that each presenter had everything they needed.

By this time the halls and rooms of the building were teeming with conference-goers, and the teeming continued nonstop throughout the day till the last presentations concluded at 4:25. The presentations I selected to attend had much to offer. For example, Regina Weitzel's pronunciation survey revealed that 40% of students elect to use incorrect pronunciation for fear of ridicule by students with poor pronunciation, and the David

Kim/Douglas Margolis survey showed that the average first-year university student has had no more than 215 hours of listening and speaking exposure in their lifetime! This is a mere one-twelfth of their total English instruction. Highlights of Day 1 were the opening ceremonies, where KOTESOL President Han Sang-ho officially opening the conference, the day's plenary session by Dr. Leo van Lier on interaction in classroom language learning, the panel discussion on teaching English through English, and Dr. Andy Curtis' special workshop on teachers as critical agents of change.

After the presentations, conference-goers were treated to a Korean traditional music concert by the university's graduate department of Korean music. When this was over, buses were waiting to take all interested persons to the Taegu Dalgubeol Festival. I elected to have dinner with a couple of other conference-goers. The consensus was that the quality of presentations seemed even better than that of previous years. I went back to my hotel room early in the evening to prepare for my presentation the next day.



Dr. Dick Allwright prepares for his Sunday plenary presentation.

The next morning came quickly. On my way to the conference in the early morning calm, I was offered a ride to the conference site by Site Co-Chair Steve Garrigues, who was making the rounds to see that directions signs and everything else was as it should be. The day proceeded much like the first in that there were many informative presentations and many conference-goers attending them – more than 630 we were told. Highlights of Day 2 were the plenary session by Dr. Dick Allwright on how “every lesson is a different lesson for every learner,” and Dr. Curtis' second workshop, this one on approaches to professional development.

After the last presentations finished up, the annual business meeting convened. President Han presented President's Awards to two deserving members – to Andrew Finch for his outstanding job as conference chair and to KOTESOL Domestic Relations Co-Chair and Conference Publicity Co-Chair Lee Yong-hoon for, among other things, securing cooperative relationships with other English teaching associations.

Election results revealed that Andrew Finch was elected first vice president. According to the KOTESOL Constitution the previous year's first vice president should succeed to the presidency, but as this post was vacant when Han Sang-ho stepped down from his term as president. With the presidency vacated, the just-elected 1<sup>st</sup> V.P. Andrew Finch was called to this office, where he urged the membership to attain higher levels of professionalism and increase action research in EFL in Korea. (See sidebar for more election results.)

I am sure most attendees left the conference much as I did – not only carrying an extra bag filled with books, but with a store of valuable information from the presentations, lots of networking to follow up on, and possibly the seeds of a presentation for next year's conference.

## KOTESOL Elections

According to the KOTESOL Constitution and Bylaws (printed near the back of each issue of *The English Connection*), officers are to be elected annually, with a term of office from one annual meeting to the next.

The First Vice President succeeds to the Presidency each year, other offices are directly elected by the membership. Vacancies in all elected offices other than president are handled by the national executive council, which is formed by the elected officers, a representative from each chapter, and appointed committee chairs.

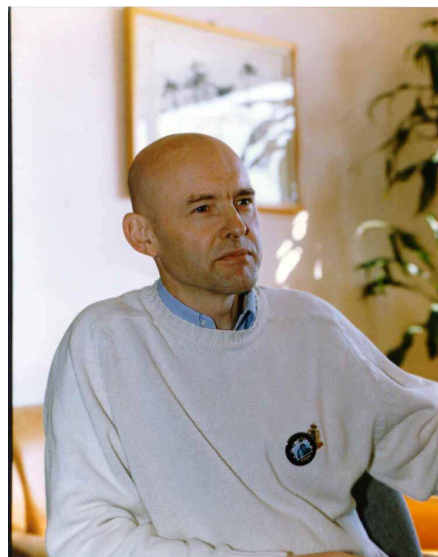
The Conference Committee Co-chair also succeeds to the Chair of the Conference Committee each year.

The 2000-2001 term elections were held on Sunday at the Conference, and managed by last year's Elections & Nominations Chair Dennis Kim, as well as Michael Duffy.

### Elected National Officers: (2000-2001)

**President** Andrew Finch  
**1<sup>st</sup> V.P.** (currently vacant)  
**2<sup>nd</sup> V.P.** Dr. Hyun Tae-duck  
**Secretary** Kirsten Reitan  
**Treasurer** Park Hee-Bon  
**Nominations & Elections Chair** Paul Leong  
**Conference Chair** Dr. Hyun Tae-duck  
**Conference Co-Chair** Craig Bartlett

Consistent with the “grassroots” structure of KOTESOL, Chapters manage their elections in their own independent fashions, without direction from the national offices. These elections are generally held shortly after the annual National KOTESOL Conference.



Our new president, Andrew Finch, relaxes in his office.

Chapters determine their own representatives to the national executive council (generally it is the Chapter president who serves on the national executive council). Appointed committee chairs (such as Publications) "serve at the pleasure of the President."

**What's Up**  
in KOTESOL  
edited by Kirsten Reitan

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**PUSAN**

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*by Jennifer Depto*

Pusan members are keeping pace with a busy fall season. The September meeting brought Pusan chapter a dynamic duo, Marcela Jonas, Pusan chapter president, and Catherine Adler, member at large. The team's pronunciation presentation was full of interaction and activities. Especially favorable was the activity involving candy! Thanks for all the insightful ways of making pronunciation activities so interesting that learners actually request to repeat the same activities.

October brought another lively duo, T.J. Everest and Dusty Robertson who presented some novel ways of teaching "find someone who" games: personalizing the activities and increasing the complexity slowly. Activities included Info gap activities with pictures, some of which had the audience up and Running! The hand-outs were hefty, and audience involvement was very much encouraged. Some material was translated into Korean and is adaptable for all levels but more suited to post-elementary.

Take advantage of the Monthly Book Draw that debuted in October. Simply sign up at any meeting for a chance to win a teaching activity book at the next meeting. October was also election month. For members wanting to get more involved, this was the perfect opportunity to learn new skills, energize others with fresh and creative ideas, and get better acquainted with chapter members. The new executive roster will be announced in a future chapter report.

The Book Exchange returns for our November meeting. Swap and get set for winter with some good books and warm blankets. The December meeting on the 9th closes the year 2000 with the annual Christmas Party. As usual, there will be fantastic food, merry music, mistletoe, and

festive activities.

Just a reminder! Monthly meetings are held at ESS, room 606 in Nampodong from 3-5 PM. If members have not been receiving the monthly Newsletter, please email or phone any of the executives. Looking forward to seeing you, old faces and new, at the next chapter meeting!

Pusan chapter wishes a farewell thank you to the 2000 executive board for their effort and sincerely extends a warm welcome to the new executives of 2001.

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**KYONGGI**

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*by Vernon Mooers*

Our next meeting is on Nov. 4. Vernon Mooers will present on the topic "Creative Writing". There will be a reading from the author's novel and poetry collection and a talk about all aspects of creative writing, including marketing and publishing and using creative writing as a therapy and as an ESL and language tool. The presentation will address how to combine literary writing with a teaching life, using the author's experiences with writing and publishing. Questions about writing, teaching and editing will be answered. Another aspect of the presentation will deal with internet writing resources and using media, including film, as a teaching tool. Part of a low-budget Canadian feature-length literary film using volunteer professors and actors will be screened.

Our last Kyonggi Chapter KOTESOL Meeting was held on October 7 at Suwon University, with a presentation by Dr. Sam McGrath. The topic, "Communicative Language Teaching, Overview and Sample Lesson," dealt with communicative language teaching (CLT). CLT is the official recommended approach by the government to the teaching of English in the public schools in Korea. This lesson demonstrated some of the principles of CLT (working in small groups, student interaction, active learning, meaningful dialogue) by having the audience observe, participate in, and experience a simple CLT lesson taken from a middle School textbook. Discussion after the lesson helped re-inforce and clarify some aspects of communicative language teaching and encourage comments, especially from Korean Middle

School and High School Teachers, on the practicality of this approach to language teaching in Korea. It was an informative and activity-centered approach to language teaching.

Our chapter welcomed new executive members Jeff Gibbons as Outreach coordinator, and Sabrina Kim as Secretary. Kyonggi Chapter meetings are held on the first Saturday of every month from 3:30-6:00 at Suwon University - College of Humanities Building (first building on left through the front gate), Room 401. All are welcome. For further directions call 016-812-7150. Kyonggi KOTESOL officers include: President Dr. Lee Mijae, Vice-President Dr. Boyce Fradsham, Vice-President Lee Bo-Ryong, Membership Coordinator Mr. Vernon Mooers, Program Coordinator Hong Kwang-Pyo, Outreach Coordinator Mr. Jeff Gibbons, and Secretary Sabrina Kim.

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**CHOLLA**

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*by Adam Lee*

On November 11th our chapter meeting will be held in Kwangju at Chonnam Girls' High School. Asif Siddiqui of Yonsei University will be coming down from Seoul to give a presentation on "Building Listening Skills using Video & Audio Tapes." Park Yeon-seong from Kwangju's Chonnam University will be speaking on some pros and cons of effectively using literature in EFL classes. Her presentation is titled, "Is English Literature Useful Material in the EFL Classroom?" Elections for the 2001 chapter officers will also be conducted during the November 11th meeting. The new position of Membership Coordinator will be added to the executive board this year.

The last chapter meeting of 2000 will be held December 9th at Jeonju University. The two presenters' bios and abstracts are posted at [www.kotesol.org/cholla/chollanews.htm](http://www.kotesol.org/cholla/chollanews.htm). Following this meeting members and guests are invited to Treasurer Tammy Park's home for a special Christmas Party and potluck dinner.

Detailed maps in English for both the Kwangju and Chonju meeting locations are now available at the Cholla homepage. Please visit this site for all the latest news,



chapter information, and archives of past presentations (perfect for other chapters looking for people to present at their monthly meetings). The site is updated on a regular basis.

The English Drama Festival was held in October at Jeonju University. Teams came in from as far as Taegu and Incheon to participate. The program was full and many chapter members and visitors enjoyed a fine afternoon watching a wide variety of creatively written and masterfully performed student plays. The festival committee would like to express their gratitude to the native-speaker judges from other chapters who donated their weekend and artistic discernment to help make this sixth annual festival such an incredible success.

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## TAEGU

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by *Gloria J. Luzader*

WOW! Was that a superb, great, fantastic conference? YES! Many thanks to all the volunteers. The success is because of you. We really send thanks to all the university students whose winning smiles and wonderful English made the conference move along smoothly.

Now, back to the meetings and the "swap shops" and the book loans. We were in Kyongju on the 14th of October and then will be back to the Kyungbuk digs for the November meeting. Sam McGrath will be the presenter with his demonstration of CLT. In December, we will have Kim, Hee Won speaking on "Listening Comprehension through Television News." Both of these presentations are worth the time and the travel to Taegu.

Do come early for our meeting. Sometimes it is "standing room only." We have some wonderful new books to let you swap or borrow for those moments of relaxing reading. Or on the other hand, to truly stimulate your dictations for your classes?

Start your planning now for the January meeting when we have our "swap shop." Bring extra copies of all those great ideas you use in your classes. Or maybe you have a new idea you want to try out. The English teacher community in Taegu is very willing to participate. And, we will

tell you whether you have a "winner" or not. After the meeting we will be going to our favorite local galbi house for our semi-annual member dinner.

Speaking of winners, our own Rocky Nelson, MA-TESOL (formerly the Taegu chapter secretary), was promoted to Academic Co-ordinator for the Language Center, at Andong National University. Yea! Way to go Rocky! Rocky is from Arizona (USA) and has been in Korea for over four years.

We encourage any and all local English teachers to come to our meetings. Teachers from middle schools, high schools, universities, and institutes are all welcome. We invite both native speakers and non-native speakers. We also encourage university and college students who are training to become English teachers to come and participate.

See you in Taegu.

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## KOTESOL TEACHER TRAINING

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by *Douglas Margolis*

The KOTESOL national conference has long since passed, but it is difficult to forget how wonderful it was. KTT hosted eight presentations (all excellent, of course) by experienced and impressive trainers. The KTT lineup began on Saturday with a presentation from Kevin Smyth, followed by a second from Stephanie Downey, on activities for the first day of class. Jane Hoelker then presented an updated version of her Journal Writing workshop. Then, KTT closed its Saturday schedule with Dr. Lee Yonghoon's presentation on drama activities for the conversation class.

The Sunday schedule began with my workshop on Learning Strategies. I spied a few yawns, but nevertheless kept most teachers awake. Dr. Peter Nelson renewed the audience's energy with his activities for teaching stress, rhythm, and intonation. Following this, Dr. Steve Garrigues introduced participants to phonological pitfalls for learners and teachers. Then, KTT closed our conference schedule with a grand finale, Kim Kyong Sik (Dennis), presenting activities for teaching reading

skills. KTT presenters work hard to develop and prepare their workshops to serve the mission of providing teachers throughout Korea with the resources and knowledge they need to provide quality English education. For this reason, I want to publicly thank them for their energy and efforts. They truly advance the mission of KOTESOL. The conference also gave us an opportunity to recruit some new trainers and inform conference participants about KTT workshops. If you too are interested in learning about KTT, you can email me <dpm123@teacher.com> or you can browse our homepage <www.kotesol.org/ktt> - we are always looking for new trainers.

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## CHONGJU

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by *Koh Tae-sul*

All teachers are invited to our next meeting which will be held on November 25. Peter Nelson, who is currently teaching at ChungAng University in Seoul, will be doing his presentation about pronunciation and intonation. The presentation, a favorite at many previous conferences and mini-conferences, focuses on practical methods of teaching and evaluating pronunciation. The meeting will take place in Room 312 at Chongju University's Humanities Building. Follow the blue signs from the front gate to the door.

This will be the last meeting before the winter vacation. Our next meeting will take place in March when the new semester starts. Look for updates here in The English Connection for our speakers.

Our previous meeting was on September 16th. Asif Siddiqui gave his presentation "Teaching American Culture Through Video". Asif introduced us to specific pre- and post-video activities. This was followed by a short viewing of the popular TV show "Ally McBeal". We focused on lesson plans based on culturally-specific vocabulary. Thanks again, Asif!

We hope to see everyone out on the 25th!

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**Find contact information for your chapters' officers in this issue of *The English Connection*.**

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Vancouver Community College has an international reputation for excellence in English language instruction and is the largest English language teacher training institution in Western Canada.

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# TESOL

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Application deadlines: August 15 for Fall term, November 30 for Winter term, March 15 for Spring term.

**For further information, contact**

Patricia Fahrni: TESOL Inservice Diploma  
Program Coordinator  
Telephone: (604) 443-8362  
Email: pfahrni@portal.ca

**To receive an information guide**

Telephone: (604) 443-8335  
Facsimile: (604) 443-8393  
Email: cspence@vcc.bc.ca

Visit The VCC TESOL website: [www.vcc.bc.ca/TESOL](http://www.vcc.bc.ca/TESOL)



# KTT

## KOTESOL Teacher Training

**KTT (KOTESOL Teacher Training) is looking for more presenters and support staff.**

**To Become Involved Contact:** **Douglas Margolis, KTT Chair**  
Dong Seoul College, #423 Bok-jung-dong,  
Sujung-gu, Sungnam, Kyonggi-do 461-714  
(Email) <dpm123@teacher.com>

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

Check the "expiry" noted on the TEC mailing label.

**KOTESOL Publications welcomes submissions.**

Contact Robert Dickey  
(see info on page 4).



# Who's where in KOTESOL

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**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)

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

대한영어교육학회.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. There shall be a Publication Committee responsible for dissemination of information via all official publication.

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

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

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

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

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

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

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

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

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

# 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 **박희분** or KOTESOL at Taegu Bank (대구는행) 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 054-746-1097

# Calendar

edited by Louie L. Dragut

## CONFERENCES

**Nov 14-16 '00** "Language for Specific Purposes: Tuning in to the New Millennium" Johor, Malaysia. Contact: Khairi Izwan Abdullah (Email) <khairi\_izwan@hotmail.com> (Web) [www.fppsm.utm.my/lsp2000/index.htm](http://www.fppsm.utm.my/lsp2000/index.htm)

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

**Nov 15-25 '00** "On-line conference: Cognitive approach to verb semantics" To subscribe to the conference, send an email to <majordomo@ksu.ru>. Nothing on the Subject: line. Message should read subscribe verb. (Web) [http://www.kcn.ru/tat\\_en/science/fccl](http://www.kcn.ru/tat_en/science/fccl)

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

**Dec 12-14 '00** "Workshop on the Analysis of Varieties of English intonation and prosody" Victoria University of Wellington, New Zealand. Contact: Paul Warren (Tel) +64-4-463-5631 (Fax) +64-4-463-5604 (Email) <Paul.Warren@vuw.ac.nz>

**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>

**Jan 18-20 '01** "The Power of Practice" Thailand TESOL International Conference, Bangkok, Thailand. Contact: Suchada Nimmannit (Tel) +66-2-218-6100/27 (Fax) +66-2-218-6027/6104 (E-mail) <nsuchada@chula.ac.th>

**Feb 12-14, '01** "Opening Gates in Teacher Education", Virtual Conference, Israel. Teacher educators will discuss important issues pertaining to Teacher Education. Contact: (Email) <vc@macam.ac.il> (Web) <http://vcisrael.macam.ac.il>

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

**Feb 27-Mar 3 '01** "Gateway To The Future" TESOL Annual Conference, St. Louis, Missouri. (Web) <http://www.tesol.org/conv/t2001/pp/01-welcome.html>

**Mar 12-Apr 20 '01** "Advanced Workshop for On-Line Presenters" TESOL On-line Professional Development Opportunities. Contact: Srisucha McCabe (Tel) +1-703-518-2514 (Web) <http://www.tesol.org/edprg/2000/olwregister.html>

**Jun 1-2 '01** "IT & Multimedia in English Language Teaching 2001" Hong Kong. Contact: Ms. S. Fitzgerald (Tel) +852-2766-7520 (Fax) +852-2766-7576 (Email) <ecsusan@polyu.edu.hk>

**Aug 8-10 '01** "The 2001 Asian Association for Lexicography (ASIALEX)" Yonsei University, Seoul, Korea. Contact: (Tel) +82-(0)2-2123-3511 (Fax) +82-(0)2-393-5001 (E-mail) <asialex@lex.yonsei.ac.kr> (Web) <http://asialex.yonsei.ac.kr>

**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>.*

## CALL FOR PAPERS

**Nov 31 '00** "The 2001 Asian Association for Lexicography (ASIALEX) Biennial Conference" Yonsei University, Seoul, Korea. Contact: (Tel) +82-(0)2-2123-3511 (Fax) +82-(0)2-393-5001 (E-mail) <asialex@lex.yonsei.ac.kr> (Web) <http://asialex.yonsei.ac.kr>

**Jan 15 '01** "JALT 2001: A Language Odyssey" Conference. 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: (Web) <http://jalt.org/jalt2001/submissions>

**Jun '01** for Fall '01 The Korea TESOL Journal welcomes practical and theoretical articles on classroom centered research, second language acquisition, and teacher training. Contact: Prof. Robert Dickey (Tel) +82-(0)54-770-5136 (Fax) +82-(0)54-748-2812 (Email) <rjdickey@soback.kornet.net>

## SUBMISSIONS

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

*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) +82-(0)42-629-7387.*