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**KOTESOL**

## In Search of a *Truly* Global Network: The Opportunities and Challenges of Online Intercultural Communication

*By Robert O'Dowd*

### 1. Introduction: How intercultural is the Internet?

The Internet seems to be considered a medium which facilitates communication between cultures and which makes the world a smaller, perhaps even more heterogeneous, place to live in. The constant use of terms such as "World Wide Web," "Global Computer Networks" and "Global Village" can give the initiated an impression of people from all over the world working and communicating together in a harmonious environment where cultural background, skin colour, religion and gender mean very little. This paper sets out to highlight the stark difference between everyday online cross-cultural contact and successful online intercultural communication. The former may be an

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# The English The Connection

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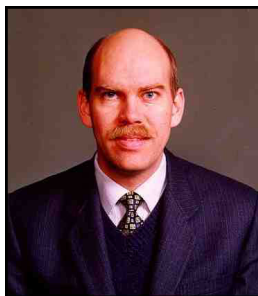
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# Leadership Development



President's  
Message by  
Robert J. Dickey

Dear KOTESOL Members,

It's my honor and pleasure to serve as KOTESOL's new president.

It has become a custom in KOTESOL for a new president to announce a theme for the next year. I've been involved in KOTESOL since 1995 (my first conference), and have climbed through the ranks, so to speak, as a passive member, conference helper, chapter vice president, national secretary, publications chair, and national 1<sup>st</sup> vice president. During this time I have seen many projects come to prominence (and many fade away) and lots of short-term activity. And while the 1997 economic crisis and normal international job pursuits have caused KOTESOL to lose a number of ex-patriot officers, there are as many more, ex-pat and Korean alike, who have faded from KOTESOL but are still "in the neighborhood," so to speak. While I don't begrudge an honorable retirement, I think

these folks have been ignored too long — they have knowledge, skills, and perhaps some time to share as workers, leaders, and mentors. Just as importantly, KOTESOL has never really invested in developing our future — those members who haven't yet been involved. I therefore seek a year of "*Leadership Development*."

There are two aspects of this theme:

- (1) developing KOTESOL's future leaders; and
- (2) developing KOTESOL's role in Korea's educational environment.

To accomplish this we should first look around at our current resources.

We have new officers. The annual elections at the conference have named Dr. Woo Sangdo of Kongju National University of Education as our First Vice President (and president-elect). Dr. Woo was a vice president for KOTESOL several years ago, his scholarship and charm offer a great future to KOTESOL. Paul Mead, recently Busan Chapter president, is our new Second Vice President. David Shaffer stays on as Treasurer, and Joseph Nicholas, KOTESOL's past Publicity Chair, is our new Secretary. James Gongwer of ChungAng University (Ansong Campus) is the new Nominations and Elections Chair, and we've added on to that task the role of Leadership Development. Craig Bartlett shifts from Conference Co-Chair to Conference Chair, and Dr. Ju Yangdon of Hyecheon College has been elected as Conference Co-Chair for the first year of that two-year term.

Although we haven't finalized all the appointive offices for KOTESOL at the time of writing, there are a few appointments to be reported: Trevor Gulliver is the new Publications Committee Chair, Kirsten Reitan is International Relations Committee Chair, and John Phillips stays on as Technologies Committee Chair. Check the website for updates, [www.kotesol.org](http://www.kotesol.org)

We are looking for "leaders-in-waiting" to participate in various projects and committees as they learn the tradecraft of KOTESOL.

External to the organization, KOTESOL has seldom been invited to participate in meaningful input to or support from governmental or major nongovernmental organizations (NGOs). We have recently seen steps to redress this: our conferences are now receiving funding from the Korea Research Foundation, and the journal is expected to soon receive official confirmation of accreditation from the same organization (which may also lead to financial support). We are now invited to a collaborative body of Korean ELT organizations, organized by the British Council. There is more to do. Part of our mission for next year is to build official relationships with local Offices of Education and the national Ministry of Education. Our Domestic Relations team will be working towards long-term benefits for KOTESOL; the rewards will be worth the efforts.

Despite a number of unusual challenges, the annual international conference was a success. I'll leave it to others to describe the event (look through this issue of *The English Connection*). Conference Co-Chair Craig Bartlett and Site Coordinator Jen Lalonde deserve our highest praise for pulling it all together. The entire conference team deserve our thanks. And preparations for next year have already begun, the Conference 2002 team is looking for more managers.

Our Leadership Retreat is scheduled for Dec 1-2. If you see yourself participating in KOTESOL's decision-making processes, please contact us at [KOTESOL@chollian.net](mailto:KOTESOL@chollian.net)

Collegially, Robert J. Dickey

*continued from page 1*

inevitable consequence of the Internet, but the latter requires an awareness of the different ways which cultures have of understanding the world and means being able to mediate between these different cultural perspectives when they interact online.

There is, of course, truth in the view that the Internet is (statistically, at least) a global, multicultural network. Research shows that although the USA still has the biggest number of Internet users (110 million), this is now less than half of the world's total online population (259 million). In language terms, other sources show that the percentage of English speakers online is now slightly less than that of non-English speakers (49.6% v. 50.4%) and that, even though in 1996 82% of the Internet's web pages were in English, this is likely to fall to 40% over the next decade.

Before examining the challenges which online intercultural communication brings for foreign language educators, first of all it may be interesting to look at how networked environments can actually facilitate intercultural communication.

## **2. Online Communication as a facilitator for intercultural interaction**

Various arguments have been put forward describing how characteristics of computer-mediated communication (CMC) and the Internet can actually facilitate and contribute to more successful intercultural communication. These fall into three categories:

Firstly, CMC is described as having a reduced social dimension where aspects of peoples' identity such as their race, gender, social class and accent are hidden in the text-based environment of email and synchronous chat programmes. This has been seen to encourage those who may normally feel held back or intimidated in face-to-face interaction. Warschauer (1997) gives the example of Japanese school children who are usually expected in their culture to take a passive rather than an active role in class and, therefore, tend not to participate in class discussions. CMC, he claims, offers these students an opportunity to make a contribution to a discussion without going against this

cultural norm. He goes on to suggest that the absence of non-verbal cues such as frowning and hesitating also contributes to making CMC a less intimidating environment and, thereby, encourages those individuals or cultures which are less dominant to play a greater role in interaction.

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### **The real challenge of intercultural interaction, online or face-to-face, is to come to terms with the differences found in the other culture which one may initially wish to reject.**

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Simmons (1998) also highlights the anonymity of online communication and, as a consequence, its ability to increase the participation levels of those who may be likely to bear the brunt of racism or sexism or some other form of discrimination in face-to-face intercultural contact. He summarises this particular advantage of working in a virtual intercultural environment in the following way:

“Skin colours and other biases based on visual factors will be minimised. Individuals who by ethnicity or personality are less outspoken in face-to-face situations may contribute more abundantly to news groups and forums that provide off-line time to prepare a response, or where they enjoy anonymity or less exposure.” (14)

However, one must question the value of intercultural interaction which comes about through the disguising or hiding of aspects of one's identity and the consequent avoidance of bias and prejudice, rather than through a constructive dialogue which deals with these problems in a direct and honest manner. Tella & Mononen-Aaltonens' (1998) definition of dialogue refers to

interaction between individuals or cultures which produces a genuine change or shift in their way of viewing the world. They identify mutual respect as a vital element of dialogic interaction, yet they curiously go on to say the following:

“Different kinds of things connected to race, gender, religion etc, can be powerful impediments to dialogism as well. As an example of CMHC [Computer Mediated Human Communication] that does away with various artifacts is e-mail, which lets people communicate across age, gender, geographical barriers etc.” (91)

Is the implication here that e-mail sometimes facilitates dialogue because the participants may be unaware of aspects of each other's identity? If so, then I would suggest that mutual respect never really becomes an issue and true intercultural dialogue is never really achieved. The real challenge of intercultural interaction, online or face-to-face, is to come to terms with the differences found in the other culture which one may initially wish to reject. If these differences remain hidden in the online environment (with the help of text-based communication and invented personas), then true dialogue, authentic intercultural communication and the consequent changes in the interlocutors' perspective are never likely to come about.

A second, more convincing reason given for the Internet facilitating intercultural communication is its capability to present and share information through multimedia and an interconnected system of hyperlinks. Warschauer, in his ethnographic study of web exploitation in Hawaiian language classes, refers to many native Hawaiian students who “...found Internet-based communication and learning consistent with Hawaiian ways of interacting and learning” (in press, 7). The author explains that in traditional Hawaiian modes of learning great importance is attributed to having a social network where information is shared for the common good rather than being kept by the individual. He also reports that Hawaiians tend to learn and pass on

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knowledge through various media, such as chanting, hula and hands-on activities, rather than simply through texts. One can, therefore, easily imagine how a multi-media based network of shared information such as the Internet would lend itself to Hawaiian learning styles.

The third argument put forward in the literature is that the Internet's international profile and the consequent cross-cultural contact which it brings about will, in some way, lead eventually towards an idyllic multicultural community where smaller minority cultures can maintain their identity and where nationalities cohabit in an environment of respect and understanding.

Such beliefs can also be found in second language learning literature. Many language teachers appear to believe that simply by bringing their students into contact with partners from other cultures, they will automatically become more aware of the other culture and become more tolerant.

However, the assumptions that intercultural contact (whether virtual or face-to-face) will lead to productive intercultural communication and tolerance can not be taken for granted. The influential social-psychologist Gordon Allport (1979) looked at the value of contact for reducing prejudices and warned that contact in itself was no guarantee of improved attitudes to other groups. The outcome of contact, he claimed, depended on the type of encounter and the type of people involved. His key idea, however, was that understanding and tolerance would only come about, not by contact, but by members of the different cultures actually working together:

"The nub of the matter seems to be that contact must reach below the surface in order to be effective in altering prejudice. Only the type of contact that leads people to do things together is likely to result in changed attitudes." (276)

Contact, therefore, may contribute to reducing prejudice, improving attitudes

and allowing the correction of stereotypes about the target culture. However, the research reminds us that success should not be considered inevitable and that the type of contact which takes place is very important. For this reason researchers in second language learning methodology

Meanwhile, collectivist societies are said to have:

"...special forms of discourse which carefully preserve the boundaries between those who are inside members of the group and all others who are not members of the group." (134)

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### **High context cultures (such as Japan and Korea) tend toward a more indirect verbal style, use of ambiguous language and silence in interaction as well as talking around the point.**

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have called for pedagogically sound approaches to intercultural e-mail exchanges which incorporate the activities fully into the curriculum as opposed to treating them as superficial pen-pal exercises.

### **3. CMC and Impediments for Intercultural Interaction.**

It would appear that not only communicative style, but also attitudes to the Internet environment are subject to cultural influence, and that both of these elements exert influence on how we use communicative technologies in our classrooms. Levels of satisfaction with e-mail and other online tools as a medium for communication may depend, for example, on whether one comes from an individualistic culture (like the USA) or a collective one (like Korea). Scollon and Scollon (1995) differentiate between the two types of cultures, describing the communicative style in individualistic society in the following way:

"...the ways of speaking to others are much more similar from situation to situation, since in each case the relationships are being negotiated and developed right within the situation of the discourse."

For this reason, the informal and friendly style which characterises much of the interaction on the Internet - in newsgroups, in mailing lists and personal e-mail correspondence may prove disturbing or insulting for Korean students who are unprepared for this change in communicative style. Individualistic cultures, such as the USA and Northern European countries, may also operate happily with short, to the point e-mail messages which may be lacking greetings, background etc. Collective cultures such as Korea, on the other hand, may feel they need to know about the context of the message, the status of the sender etc. before actually responding.

Another important stumbling block is the difference between high and low context cultures and how this may affect attitudes to online interaction. Low context cultures value a direct verbal style, fluency and confident self-expression. High context cultures (such as Japan and Korea) tend toward a more indirect verbal style, use of ambiguous language and silence in interaction as well as talking around the point. For this reason, high context cultures may, therefore, be less likely to be satisfied with relationship building processes and maintenance via CMC. It is probable that they will also find it unsuitable for expressing their feelings. Low context cultures, on the other hand, are likely to find CMC useful for its short, direct style.

A further example of cultural difference which may lead to difficulties in online intercultural communication is the monochronic - polychronic cultural division. This differentiates between different cultures such as the USA and northern Europe (the so-called monochronic cultures) which tend to be highly task oriented and which insist on

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meant by terms such as “intercultural communicative competence” and “cross-cultural capability”.

#### **4. Challenges for Foreign Language Education.**

This paper set out to examine the gap between online intercultural contact and successful online intercultural communication. It appears clear that one most definitely does not imply the other. Therefore, I believe there are two main challenges which online intercultural communication has for foreign language teachers.

Firstly, both teachers and students need to be trained how to use communication technologies effectively and appropriately. This does not mean that Korean students should be asked to communicate in a way which goes against their own cultural values and customs, but rather they need to be made aware that many of the people they will meet on the internet are not going to behave in the same way as they do. They must also come to understand that the language and behaviour of people from other cultures should not be judged by Korean cultural values, but rather it should be seen through the eyes of someone from the other culture. This, for me, is what intercultural learning is all about. Two examples might help to illustrate what I mean:

When teachers engage their students in an online cross-cultural exchange, they must be willing to help their students interpret the meanings of the messages they receive and carefully write the messages they are sending, all the time taking into account the culture of their partners. For example, a message which might appear ‘over-friendly’ or ‘too direct’ by a Korean student might have

been intended as ‘warm and open’ by an American.

In a recent e-mail exchange which I carried out with Spanish and English students, one Spanish student corrected the language errors of her English partner in

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### **The second challenge for teachers is to help develop their students’ ability to interact with sensitivity, insight and tolerance with people from other cultures**

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the following way:

Well, I’m going to tell you something about your mistakes: You have problems with the gender of nouns, adjectives and articles.

We don’t say “chevere” and “platica” We say: “que algo es guay, muy bueno, estupendo, genial Sonya.. and so on” and “dinero, pelas...”

Anna’s lack of knowledge of suitable language or her inability to use such language probably risked insulting or hurting her partner who was being corrected in such a dismissive way. I wrote an e-mail to Anna suggesting that the language she used for correcting was perhaps a little too direct and harsh for an English speaker and that, instead of saying “you have

problems with ..” that she could say something like “you made one or two mistakes with...”.

If teachers ask their students to send contributions to an online message board about a topic such as the death penalty or some other controversial topic, then the students must be ready to explain, not only how they feel about the issue, but also the historical and cultural factors which influence why they feel that way. In an online debate my Spanish students carried out with an American class, my group was shocked when their partners defended the liberal gun laws in the USA. It was only when the American group began to explain the importance which their constitution gave to the right of choice of the individual that the Spaniards began to understand the foreign perspective.

Therefore, I would see that the second challenge for teachers is to help develop their students’ ability to interact with sensitivity, insight and tolerance with people from other cultures - whether that be in an online , face-to-face or written environment. Hollet (1997) sums this up nicely:

“...learners need to be conservative in what they send, so their messages can be easily understood across cultural boundaries. But at the same time they must be liberal in what they receive, being both able and willing to understand the discourse of other cultures.” (19)

There are many possible activities which can be used in a networked classroom to highlight and develop these intercultural communicative skills. Teachers could ask their students to analyse extracts from

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## **Lost and Found**

**at the 2001 KOTESOL International Conference**

*One black, women’s half-turtleneck sweater.*

*One small tripod with its own carrying bag.*

Contact jen lalonde at [j\\_lalonde@hotmail.com](mailto:j_lalonde@hotmail.com) / 016 414 4820 to claim these items.



# Intra-class E-mail – a viable alternative

*By Shona Levingston*

As an EFL teacher in Korea I have always been concerned with finding ways to encourage my students to use English outside as well as inside the classroom. Conscious of the inadequacy of two 50-minute classes per week to boost conversation skills, and of the growing importance of e-mail in encouraging active communication, I decided to incorporate e-mail into one of my university's English conversation classes' curriculum. The project was conducted in the Fall semester of the year 2000, in a class of students whose major was not English. The students ranged from Freshmen to fourth year students who had all chosen the class as an elective.

At first, I felt the ideal situation would be if students were able to have keypals from the target language culture, that is, keypals whose L1 is English. Certainly, EFL learners should learn to function appropriately with members of the target language. However, after searching some recommended sites to find keypals for my students, I found that almost all posters were from classes like my own, that is, students whose L1 was not English, and that they, too, were searching for native English-speaking keypals.

After further reading on the problems of non-response (Roberts et al, 1994), and other problems associated with trying to find a suitable class to match my own, that is, one that had approximately the same objectives and levels as my own (Jor and Mak, 1994), I decided that intra-class rather than inter-class keypals might be the way to go. The problem of trying to find a class of similar size was eliminated: I would just pair up the students in one class. The potential problem of different expectations of each class was also eliminated, thus diminishing the mismatch in frequency and quality of correspondence (Robb, 1996). In other words, I was able to set firm guidelines and evaluation criteria that all keypals were aware of. Lastly, I was able to match keypals quite accurately in terms of their ability.

Their first task was to e-mail me a self-introduction. I used this as a means of

evaluating their levels and paired them up appropriately. The kinds of organisational problems I was left with concerned whether the students had adequate access to resources, the kinds of tasks I would set them, how they would be evaluated, and finally, whether students had adequate e-mail skills. Concerning the last point, a quick survey of students in the first lesson revealed that of 30 students, only one student did not have an e-mail address. I organised a classmate to set up an e-mail account for that student and give him some instruction on how to retrieve and send e-mail.

At the time, the university's multi-media centre provided 40 computers with internet on a self-access basis. Since the tasks I was going to set students had to be completed outside class time, I wasn't concerned about students having simultaneous access. Additionally, I decided to limit the e-mail tasks to one per week. The task would be assigned on a Friday morning, then the students would have five days, including a weekend, to complete the task before the next class on a Wednesday morning. As a follow-up to the course I asked my students to complete a survey about using e-mail in the classroom.

On the question about adequate access, some students who returned the survey said that they preferred to use their own or a friend's computer. One student said the computers in the multi-media centre were so slow that he went to a PC room to send his e-mail.

Since e-mail should be seen as integrated into the curriculum and not as an add-on activity (Roberts et al, 1994), it was important the e-mail topics should be the topics discussed in class followed by additional, related topics to extend vocabulary and ideas. Aware of the need, too, to engage students in interesting topics in order to promote discussion, I chose topics that related to their lives (Kroonenberg, 1995). A current issue was whether smoking should be allowed in all areas of the university, so I suggested the hypothetical, "Our university has made a new rule: students are not allowed to smoke on campus. What do you think about this rule?"

Also, cosmetic surgery is something of a controversial issue, in particular the popular 'eyelid surgery'. In this case students had to discuss what advice or encouragement they would give a friend intending to have surgery. Other topics included living together before getting married and the issue of whether more imported goods should be allowed into Korea. The range of opinions was perhaps a good indication of the safety the students felt in expressing their true feelings amongst their peers.

An additional benefit of getting students to send e-mail on a topic prior to its discussion in class is that it allows students to get their own ideas down on paper first and exposes them to other possible opinions before having to deal with them verbally (Kroonenberg, 1995). All students who responded to the survey said that e-mailing their keypal about the topic helped them prepare for the class discussion. Indeed during the class discussions there was a high participation rate among members of each group. Even those who had very limited speaking ability were able to contribute by reading their previously sent e-mail, thus providing a talking point for the rest of the group. Finally, I decided that since e-mail was crucial to students' language development in this course, I based a large proportion of their assessment on their e-mail portfolios. I instructed students to keep a record of all messages sent. The date would be automatically recorded on the e-mail – I stressed the importance of sending e-mail prior to discussions. I also set guidelines for length and told students that they would be evaluated on the content, regularity and length of their e-mail. I collected their portfolios mid-term and at the end of term. Correcting e-mail for 30 students is rather laborious, but I felt it important to correct some of the common errors, especially since there was a likelihood of these errors being 'transferred' to keypals. Students could rule out any personal content on the hard copy.

One issue which has surfaced as a major problem in keypal projects is that of non-response. By ascribing a large percentage of the assessment value toward e-mail I hoped to reinforce the importance of these tasks and, thus, encourage students to maintain regular contact. In fact, only one student complained to me in the last week of the semester that her keypal had failed

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# Maximizing Student Talk Time Using Small Groups

## Training Notes

edited by Douglas Margolis

by David P. Ellis

“You have two ears and one mouth, so you should listen twice as often as you speak.”

This proverb is important for EFL conversation teachers to consider as we try to maximize Student Talk Time (STT). Foreign language learning, like sports, requires guided practice or “coaching”. Teachers who coach rather than preach are better able to help their students acquire oral proficiency. This article explores how teacher-coaches can form and use small groups to maximize STT.

### Groups of Four

In large classes, using groups is essential to give all students opportunities to speak. Recognizing various group sizes are possible, I find groups of four most effective for maximizing STT. First, groups of four create three unique pairs, thus enabling quick partner changes during pair work with minimal class disruption. Second, they are small enough to encourage shy students to speak, yet large enough to avoid isolation of individual students. Finally, groups of four allow teachers ample time to observe group interaction and provide feedback later.

### Grouping Options

Group dynamics are a common concern of teachers. For example, to avoid domination behavior, one solution is to group students according to levels. By doing so, higher level students can be challenged by similarly advanced peers while lower level students can participate without feelings of inferiority suffocating them. In addition, since stronger students tend to need less supervision, teachers can devote more time to lower level students.

While grouping similar level students is often desirable, there are circumstances when it is not. For example, if playing a game with the whole class, mixing levels creates parity among teams. At other times, appointing more advanced students as “team captains,” responsible for assisting other group members, is also desirable. For example, when groups will report their ideas to the whole class, captains can provide necessary and appreciated leadership to lower level group mates. This role may be daunting to some at first, but as time passes, students become more comfortable with it and even enjoy it.

A third possibility is to let students choose their group mates. Because of the level of comfort it creates, this technique can be advantageous in the beginning of a course. A fourth possibility is grouping students by personality type. For example, group outgoing students together and let them fight over who gets to speak next. In turn, group quiet students together and let them agonize over who has to speak next. Finally, another possibility is to group students by gender. For certain topics (e.g. defining the perfect date), same gender groups can be effective and fun. As you can see, there are many ways to group students. Take advantage of all group variations to prevent tedium from setting in. Additionally, keep a detailed record of who is grouped with whom throughout the course to facilitate group management.

### Error Correction

Untimely error correction diminishes group work effectiveness. Therefore, teachers should avoid disrupting or discouraging free flowing discourse by intermittently injecting comments into ongoing discussions. Conversely, if teachers never provide feedback, then group effectiveness also wanes. To solve this dilemma, I recommend teachers actively (but unobtrusively) listen to the group conversations and take notes. By doing so, teachers can provide meaningful feedback toward the end of class. General feedback is advantageous because teachers do not single out individual students (a potentially distressing situation), yet are still able to focus

students’ attention on accuracy as well as fluency. Furthermore, feedback given at the end of class permits students to digest it between lessons and ask further questions later if necessary.

Equally important to feedback itself is the quality of the feedback. Since we are trying to maximize STT, we must ensure our feedback is concise and applicable to the broadest audience possible. To accomplish this, note common denominators among the groups during your observation time. Since groups usually work on the same task, trends in their misspoken English will emerge. Focus on these common areas and address only a few points each class. Finally, try to include positive feedback too. For example, some of your more advanced students may use expressions unfamiliar to your lower level students. By mentioning such expressions in your feedback, you achieve two notable objectives: 1) your lower level students learn new, useful expressions; and 2) the students who used the expressions receive positive reinforcement and reassurance they are using idiomatic language correctly. Finally, you can gauge how beneficial students consider your feedback by noting whether they take the time to write down your comments. If they do, you know your students consider your feedback meaningful rather than too easy, too difficult or too esoteric.

A lot more can be said about how using groups can help teachers maximize STT. For teachers interested in more information, a short list of resources is included below. Good luck.

### THE AUTHOR

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### RESOURCES

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## Phonaesthetic forays

The relationship between sound and symbol is arbitrary. At least so stated the linguist Saussure, among others. A pity, for pity the countless, hapless, unhappy English learners snowed under memorizing an avalanche of words. What are they to think, let alone do? Cram mindlessly, meaninglessly? No. We teachers can, as customary, guide in grouping and teaching the meaning of words with the same roots. Moreover, we can teach students that the statement above is not so absolutely true, giving semantic support and evidence through phonaesthesia. Phonaesthesia means "feeling or perceiving sound", and is the phenomenon whereby semantic associations arise among groups of similar sounding words, be they closely or utterly unrelated in origin. Here, we'll focus on a few common phonaesthemes, symbolic sound clusters, in English, notably "sl-" and "sn-".

First is "sl-", connected with downward movement (and therewith pejoration), liq-

uid, and a rushing, sucking sound. Indeed, "s" is a hissing sibilant and "l" often termed a liquid. Representative are "slide, slime, slithy, slop, slobber, sludge, slush, slump, slurp, slurry, slug, slattern, sleet, sleaze, slut" (the last of these originally just a slovenly, bedraggled, woman, wet or not).

Let's leave behind the dangerous, slippery "sl-" slope and sniff out another cluster, "sn-", containing nasal "n" and linked with all things nose. To wit, we have nasally challenged "Snuffalufagus" of *Sesame Street* and the cartoon character "Snoopy". Consider, too, this season's "sniffing", "snivelling" cold sufferers, unable to "snore" because their noses are, well, full of "snot"! (Apologies to any "snobs", those with upturned noses, who might "snort" at the "snide", uncouth remarks.)

Snearing? Grimacing? Skeptical? Forsooth, we've touched on naught but

the tip of the phonaesthetic iceberg. Of course not all phonological clusters have semantic affinities: "snow", for example, contains "sn-" but is none too nasal in meaning. Nevertheless, dig a little deeper,

### Word Whys

by Terri-Jo Everest

and you'll discover other curious couplings: "cl" for attachment or clusters, "gl" visibility and shininess, "gr-" grumpy grins and negativity in general, "p(r)" pointiness, "-ash" loud noises and strong movement, "-ump" clumsiness, and more too numerous to mention. In short, phonaesthesia is nothing to sneeze at: throw your students a few snowballing semantic clusters, and you'll give them ammunition for life in lexicon learning.

*Crushing, critical questions? Dash off a line to [teverest@hotmail.com](mailto:teverest@hotmail.com).*

## What to do on Monday Morning

This issue's Webwhere's column is dedicated to my friend's in EPIK. A few of you have written to me and asked about games and activities for young learners and big classes. I've scoured the net for a number of sites which feature EFL games that promote speaking and oral fluency. Some of these pages may also feature word games but that's not why I picked them. Enjoy, and remember, if you're not having fun they won't be either!

*John and Sarah's TEFL Pitstop* has been around for many years and has some fun stuff. The best thing about this page is the ideas usually target fluency not accuracy and are easy to adapt for your own classes. Check out the "Interactive Crossword". If you never thought crosswords could be fluency builders you might be surprised. Visit: <http://www.lingolex.com/jstefl.htm#games>

*The EFL Playhouse ... a resource for teachers of young learners* has descriptions of over 20 games. Several of the games wouldn't qualify as fluency building but others do. Photocopiable materi-

als aren't provided so some preparation may be required. Don't wait until Sunday night to peak at this page. Visit: <http://members.tripod.com/~esl4kids/games.html>

*Taiwan Teacher's Child's Play* has links to a few articles on using games in the classroom as well as a conveniently categorized index of games. The games are categorized into 'whiteboard games', 'flashcard games', 'playing card games', and 'other games.' There are descriptions of over 60 games in all. Find it at: <http://www.geocities.com/Athens/Delphi/1979/games.html>

Okay, not so many games here but *Hall Houston's Random ESL Idea Generator* has some interesting teaching tips at <http://www.geocities.com/Tokyo/Flats/7947/rand.htm>. Rejuvenating!

Of course, no Web Wheres column would be complete without mentioning something on Dave's ESL Cafe. About, I don't know, let's say one hundred ideas for games can be found at: <http://www.eslcafe.com/ideas/sefer.cgi?Games>

And now for something not quite completely different: EPIK ELIs may find the

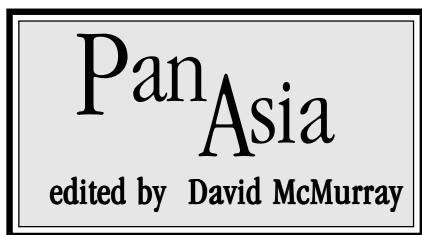
### Web Wheres

by Trevor Gulliver

following page of interest and relevance. The English Teacher's Assistant Newsletter has a page for instructors employed in the JET program. The country may be different but the needs might be the same. Check it out at: <http://www.etanewsletter.com/JET.shtml>. They also have a game page. Visit: <http://www.etanewsletter.com/games.shtml>.

*What about the shareware? Anyone have any links to crossword puzzle generators or other game making software? Send them to [trevorgulliver@netscape.net](mailto:trevorgulliver@netscape.net) for inclusion in a future Webwheres column.*

## Presidential Powerhouse to Start PAC3 in Japan



Our KOTESOL President 1998-1999, Carl Dusthimer, heads the grand opening ceremony of the *2001: A Language Odyssey* international conference in Kokura, Japan on Nov. 23. He will introduce two of the most inspiring young speakers selected from the dozens who enrolled in this year's popular Asian Youth Forum, an exchange program that was initiated at PAC2 in Seoul for students who accompany their teachers to the conference. Dusthimer teams up with three other top officers flying the KOTESOL banner for an expected 2,000 participants from around Asia: Park Joo-kyung (President in 1997) is the official moderator for the academic opening plenary entitled *Collaborations in Foreign Language Medium Instruction* to be given by Han Sangho (President in 2000) and Robert Dickey (our current President). Our first KOTESOL President, Scott Berlin, is cofounder of the Pan-Asian series of Conferences.

Pan-Asian Conference opening ceremonies are always special. In 1999, the Korean Minister of Education caught many off guard when he entered the Olympic Park site to give a stirring speech in English in praise of foreign teachers who help students gain access to profitable international experiences. In 1997, the first Pan-Asian Conference received the patronage of Her Right Honorable Princess Galyani of Thailand. In addition to the sparkling

speeches by the AYF duo and our Council representatives at the PAC3 opening ceremony and plenary, a 40-piece shiny brass band will be on hand to play the theme song of the movie classic *2001: A Space Odyssey* as backup music for a high-tech video entitled *2001: A Language Odyssey*. The 90-minute spectacular finishes to a triumphant banging of Japanese *taiko* drums announcing the unveiling of 80 colorful teaching aid posters that will be on display outside the main hall and a robust program of over 700 events and activities located in over 30 rooms in 3 spacious buildings during 3 full days.

Kirsten Reitan assisted over a dozen Korean-based teachers to present at PAC3 via a preferred-vetting process. The abstracts for their presentations plus 600 other short papers, colloquia, workshops and main plenaries can be viewed on the Internet at [www.jalt.org/jalt2001/schedule](http://www.jalt.org/jalt2001/schedule). Although PAC presenters and researchers initially set out to model Asian methodologies and determine their usefulness, you can note from this year's schedule how presenters aim to address audiences who want to know how students learn foreign languages best and how we can better train foreign language teachers. Now that most Asian countries are teaching English from elementary school, an audience much wider than teachers - the parents, administrators, government and the students themselves - want to know how and if students should continue to do so from an early age. At the university level, students are being called upon to be better trained language teachers than we are. On the job, learners and speakers of foreign languages are being employed to put their abilities toward enhancing entire economies. Pre-

senters at PAC3 face the daunting task of responding to these challenges and audience participation during question and answer periods is sure to be lively.

You are also welcome to join in the final debate with the main speakers (David Nunan, Arunee Wiriyachitra, Tessa Woodward, Adrian Underhill, Christopher Candlin, Anne Burns, Feng-fu Tsao and Raul Laborte) who will try to tackle several questions posed at PAC1 and PAC2 that remain unanswered: Is value added by learning and researching collaboratively? How does change and innovation spread through Asia? Should foreign languages be taught from elementary school? More lines of inquiry are welcome to add to the vibrant discussion scheduled from 3 p.m. to 4 p.m. Sunday Nov. 25 and you are invited to send your ideas to David McMurray, the PAC3 Program Chair by e-mail at [mcmurray@int.iuk.ac.jp](mailto:mcmurray@int.iuk.ac.jp).

KOTESOL members can take advantage of discounted members-only prices (for KOTESOL, ThaiTESOL, ETA-ROC and JALT members as of Nov. 1) available at the registration desk on the Kitakyushu International Convention site in Kokura, Kitakyushu City on the island of Kyushu from Nov. 22-25. Low-cost hotel accommodation is still available and Kokura is located just 20 minutes from downtown Fukuoka City and less than one hour from a harbor that has high-speed boat service to Busan and an international airport with daily flights from Busan, Taegu, and Seoul. A complimentary welcome party has been organized by the city of Kitakyushu on Nov. 22 and their invitation is extended to all KOTESOL members. Oxford University Press is hosting an Oxford Classics Night on Nov. 23, and for a modest fee you can join a salsa band and dine at Nellie's Odyssey Party Nov. 24. Full details are on the conference web site <http://www.jalt.org/jalt2001>.

### Teacher Talk in Taipei

The English Teachers Association of the Republic of China will hold its *Tenth International Symposium and Book Fair*

*continued on page 15*

### KOTESOL is looking for ...

KOTESOL is looking for an active, service-oriented member of KOTESOL to represent them at Thailand TESOL in January in Chang Mai. If you have been an active member of KOTESOL, have strong knowledge of the inner workings of KOTESOL, and have participated in service to KOTESOL in a recognized capacity on a conference, in a chapter, in a SIG, on a publication, as an officer either currently or in the recent past, we would like to consider you as a representative for the Thailand TESOL conference.

If you are interested, contact Kirsten Reitan, International Affairs Committee Chair at [kotesolkirsten@yahoo.com](mailto:kotesolkirsten@yahoo.com). You will be asked to fill out an application-questionnaire.

**Deadline for application is November 30th.**

## Intra-class E-mail

*continued from page 9*

to respond to her final message. All other students said that their keypals maintained regular contact.

To sum up, then, using e-mail in the EFL classroom involved a lot of preparation and could be demanding on the teacher at evaluation time. Intra-class e-mail gives the teacher control and is successful in terms of continued response. It is a useful way to extend students' use of English in a stimulating way. Students who prepare beforehand are more likely to participate in class and encourage others to do so.

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### THE AUTHOR

Shona Levingston has worked as a science teacher at a Sydney high school and as a science editor and journalist. She has been teaching EFL in Korea since 1995 and is currently teaching for the POSCO Educational Foundation in Kwangyang.

## Pan Asia: Teacher Talk in Taipei

*continued from page 14*

on *English Teaching* Nov. 16-18. The presentation schedule is full at this time, but anyone interested in helping with the planning of the fourth Pan-Asian Conference (Nov. 8-10, 2002 in Taipei) is invited to meet with other interested organizers on Nov. 17 from 5 pm. The PAC4 web site is located at <http://mx.nthu.edu.tw/~katchen/pac4.htm>

The Tamkang International Conference on TESOL takes place Dec. 7-8 in Tamsui just north of Taipei. It is of special interest to teachers and researchers who want to focus on glocalization and new perspectives in EFL. The conference theme is *Methodology and Pedagogy in the Age of Glocalization* and a few dozen presentations are included on the program for teachers of CALL, culture, intercultural communications and philosophy. I will be presenting a paper entitled *New Englishes in Asia* there and plan to interview some of the attendees for the next Pan Asian column. For more information on how to participate please contact Dr. Chun Chung Lin, Chair of the English Department at Tamkang University, Tamsui, Taipei Hsien, Taiwan 251 or fax 886-2-2620-9912.

### Theory and Practice Conference in the Philippines

The Linguistic Society of the Philippines presents their *International Conference on Applied Linguistics and Language Education* Dec. 9-11, 2002 at the Manila Midtown Hotel. Their conferences have just recently opened up to teachers across Asia and presenters from Korea are most welcome. Conference Director Emma Castillo recently attended a KATE conference in Seoul where she announced her long term plan to "bring together national and international scholars, consultants and leaders in the fields of linguistics and applied linguistics for an active interchange of ideas, experiences and insights to achieve synergistic and relevant language education programs for the new millennium." For more information please contact her by e-mail at [emmasc8@hotmail.com](mailto:emmasc8@hotmail.com).

### Winners of the Korea TESOL Conference Evaluation and Member Feedback Form are:

**Jake Kimball** of Daegu won "Instant Lessons – Elementary Level" (various authors)

**Mike Duffy** of Busan won "Top Class Activities" (various authors)

**Nadine Wetzel-Curtis** won "Intermediate Communication Games" (Hadfield)

**Thank you to everyone who took the time to fill out the survey. Thirty-two forms were returned and here are some of the comments and suggestions:**

**Which presentations were useful and what was it you liked?**

"I liked receiving books and seeing ideas about how to use them"

"The practical ones, with a theoretical base, gave me great ideas"

**Which presentations were not useful?**

"...not enough cultural awareness, does he really teach here?"

"leave out the theory stuff and just give handouts – people come for the practical nature of teacher development – time best spent by talking and interacting"

"make it useful, give a handout, keep participation to a minimum"

"(in the abstract) say what level (your presentation) is best for"

**How would you rate this conference overall?**

"best registration ever"

"pre-registration table was a mess – always hard to get registered"

"well-organized, dynamite speakers"

"too many commercial presentations, not enough professional information"

"helpful, informed workers"

"an excellent way of seeing that there are others who care about language education in Korea"

**Any other comments/suggestions/constructive criticisms?**

"KOTESOL seems to be dominated by university profs...for most teacher membership is a bit restricted...I sometimes feel discounted by some members once I say I teach children. Perhaps you should think about a Young Learners SIG"

"I applaud your efforts but I am disgusted by the obvious commercialism"

"Advertise! None of my colleagues knew about KOTESOL or this conference"

"this survey is too long"

## Going to PAC3?

Ask for last minute low-cost hotels on arrival at Kitakyushu International Convention Center in Kokura, Japan.

## 9th Korea TESOL International Conference a Success

Over the course of a weekend in mid-October, over 550 attendees, along with presenters, book publishing company

### The Conference Column by Craig Bartlett

representatives, and visitors from countries all over the world, gathered in the Business School Building at the historic Main Campus of Sungkyunkwan University in Seoul for the 9<sup>th</sup> Korea TESOL International Conference. The International Conference is the focal event of the Korea TESOL calendar, as it brings together most of our members, along with scholars, international visitors, and resource providers, to look at the state of English language teaching, particularly as it applies to Korea.

The Conference was missing some of its anticipated presenters, as concerns over flying due to the September 11 terrorists attacks caused some travel plans to be cancelled. However, we were heartened by the presence of all the invited and plenary speakers, as well as visiting presenters from Japan, Taiwan, Indonesia, the Philippines, Australia, and Canada. In total, over one hundred papers, workshops, and symposia on areas ranging from classroom-based activities to research projects, from elementary school to adult education, were given by teachers, lecturers, scholars, researchers, and graduate students, all linked by their concern for the success of English language teaching in Korea.

The plenary speakers of the Conference brought perspectives on different areas of ELT. Dr. Michael Rundell, Saturday's plenary speaker, spoke on how issues related to lexicography, the study of words, affect the learning environment. He suggested that with the abundance of computer-based collections (corpora) of spoken and written language, learners of English might be overwhelmed by the information available to them. Consequently, people who create

dictionaries have the challenge of making sure that learners have the information they need to understand the words that make up the English language. On Sunday, Prof. Jane Willis of Aston University in Birmingham spoke about task-based learning, and gave the plenary assembly the chance to experience directly the task-based learning process.

A new feature of the Conference was the chance for attendees to go to one of three concurrent presentations featuring prominent scholars. Dr. David Nunan of the University of Hong Kong dealt with perspectives on task-based learning (Saturday). Dr. Dave Willis, retired from the University of Birmingham, spoke about how language corpora can contribute to the language learning process (Saturday), and on how knowledge of the behaviour of verbs in English can help in devising teaching and learning strategies (Sunday). Dr. Steven Gershon of Obirin University in Japan presented possibilities for activities that highlighted issues of culture (Sunday). Dr. Uschi Felix, Associate Dean of Information Technology at Monash University in Melbourne, Australia, spoke about the role of the Internet in language teaching (Saturday), and showed participants the most effective internet-based resources available at present (Sunday).

Of course, no Conference can function effectively without the willing help of volunteers. These students sought to help meet the needs of attendees with energy and enthusiasm. For these volunteers, the Conference was their real-life learning and testing environment. To the Guest Services Team, under the leadership of Professors Dr. Ju Yangdon, jen lalonde, and Schuyler Roche, go our sincerest thanks and appreciation.

Another group of volunteers came from the Korea TESOL membership. This group of people simply came forward and asked, "What can I do?" Whether it was helping in the main lobby, double checking equipment, or simply providing a helping hand wherever necessary, these people, from many different chapters, gave invaluable support and assistance to the

Conference Committee. A sincere and heartfelt thank you goes out to Dr. Han Sangho (Daegu Chapter), Brian and Tammy Heldenbrand (Jeolla Chapter), Adam Robert Lee (Jeolla Chapter), Bryan Lint (Daejeon Chapter), Paul Mead (P/Busan Chapter), and Shawn O'Connor and Tammy Morrison (Daejeon Chapter). These people were a much-needed "shot in the arm" of assistance, at just the right time.

Finally, special mention must be made of some stalwart members of Korea TESOL whose work was invaluable. Tory Thorkelson (Onsite Registration) and Dan Grabon (Conference Webmaster) made great contributions to the success of the Conference. Prof. Kim Kyung-yong (Publicity) was able to help secure funding from the Korea Research Foundation (KRF) to ensure the necessary financial support for the Conference. Dr. David Shaffer and Prof. Kirsten Reitan stepped in to provide help on Treasurer's and Pre-registration duties at a crucial time. Prof. Robert Dickey was an anchor of stability and source of sober second thought when it was needed. The special contributions of all these people will never go unnoticed. From a personal perspective, the person that I, as Conference Co-chair, am most indebted to is Prof. jen lalonde. The success of the Conference was largely due to her personal drive and passion for providing service to this organization. Through many long days (and even longer nights), she worked tirelessly to make sure that this Conference was the best that it could possibly be. All members of Korea TESOL should be aware of the gargantuan effort she put into the Conference. Thank you, jen, for your efforts - this Conference would not have worked as well as it did without you.

Now, the work begins for the 10<sup>th</sup> Korea TESOL International Conference. As chair of the emerging Conference Committee, I invite all our members and friends to help us in making our next Conference even more successful. If you have any ideas or suggestions, or if you would like to be part of the Conference Committee, please contact me at the new Conference Chair email address - KOTESOL2002@yahoo.com.

*Best wishes,  
Craig Bartlett - Conference Chair*



## Conference Volunteers Learn

**Beyond the Classroom**by *jen lalonde*

The 2001 KOTESOL conference began over two months ago for the 85 student volunteers from Hyecheon College in Daejeon. These sophomores, and a small group of freshmen, in the Tourism English Interpretation program at Hyecheon College in Daejeon worked at the conference as the Guest Services Team. Their performance counted as their midterm mark for their practical Tourism English class. Students have been practicing the required English and talking about what would be required to give good guest service to the conference goers.

The theme of the conference this year was "The Learning Environment: The Classroom and Beyond" and Hyecheon College Professor Schuyler Roche created the Guest Service Team with this theme in mind. For the students involved it was a very real way to connect what they had learned in their tourism classes with the real world demands of working at an event with English speakers.

The GST Captain, Min Sang Dae, and a handful of section leaders began meeting and planning in August. As the conference got closer, Sang Dae was working four of five hours a day coordinating the students and assisting in last minute preparations. The Member Services Desk Section Leader, Lee Young Su, estimates that he spent 100 hours getting ready for the conference, including practicing English with his team, liaising with the Korea National Tourism Organization and preparing the material for the Member Services Desk.

The students were divided into sections and each section was assigned a section leader. Section leaders worked with members of the conference committee, in person or via email, to make sure that each section was prepared. Food and Beverage Section Leader Bae Su Hyun was responsible for making lunch arrangements with two different catering services, ordering the donuts and the beverages from two different companies, deciding how to much to buy, when the food should be delivered and how to deliver lunch to up to 1000 people quickly and efficiently.

Cashier section leader Choi Mi-na and Registration Section Leader Park Sung-jin thought through the registration process and anticipated questions conference goers were going to have, find the answers from different conference committee members and then made sure their teams were informed and prepared to answer these questions in English.

Students were evaluated on their English ability as well as on their initiative, attitude and tone of service. In addition to GST organizer Schuyler Roche, there were three other professors, Ju Yang-don, Jang In-su and Don Hearn walking around the site observing the students in action throughout the weekend. The students were expected to smile and be ready to offer assistance and to offer to find answers to questions they couldn't answer. One week before the conference students were given a 50 question quiz which included content questions on the conference site and schedule. Some of the questions were: *On Sunday, when are the SIG breakfasts? What are three things greeters must do? (greet everyone, ask if each person is preregistered, give clipboards to people who want to register and explain the registration process) If a guest wants to make photocopies where do they go?*

Don Hearn, one of the supervising teachers made this observation about the impact of a weekend concentrated exposure to English:

"What I noticed was an increase in the comfort level in English. There were three groups of students, the ones who giggled and said nothing when asked a question in English, the ones who giggled and then asked their friends what was said or what they were supposed to say back, and then there were those who were pretty comfortable in English going into the weekend. The students seemed to become less self-conscious about using English as the weekend progressed."

He attributes this to the students having a chance to interact with people without being judged.

"In class they are always being evaluated, in the "real" world they were talking to people who just wanted answers, who weren't evaluating them. They got better over the weekend: they might have reverted to just words and nervous giggles but they started to remember what they had been taught and use it less self-consciously"

What did the students think of the weekend? The consensus was that it was a great chance to meet foreigners and speak English. One student who worked at the Member Services Desk said that he thought the conference was a good experience because on the weekend he talked to more English speakers than he probably would for the rest of his life! Min Sang Dae, the GST Captain, who organized the schedule for the students, said that he learned it was important to match jobs with the right students according to what skills each student had. The Registration Section Leader Park Sung-jin said that "I am proud of myself...I wasn't so embarrassed and I talked to so many foreigners...I am satisfied to have that experience." When asked about being responsible for supervising a team, she observed "it was a crazy day...I was sorry for my team because they didn't get a break...and it was hard to be nice to all the students all the time..." What was Sung-jin's most difficult moment? "A woman was asking questions and I told her as far as I know, but she was very upset. I didn't know what to do." Students had been instructed to bring irate people to the conference committee person in charge. Sung-jin said that the biggest thing she learned at the conference was "to smile and make people comfortable. It was the same that we learned in class - it didn't work always but we should try."

**Anyone can join  
KOTESOL by  
attending a local  
chapter meeting.**

# What's Up in KOTESOL

edited by Michael Duffy

## SEOUL

by Myung-Jai Kang

Beautiful yellow and red leaves are all around us, on and off the campus. It seems like winter is slowly approaching. I'm feeling cold already, so let us share heartfelt words to warm our bodies and souls.

At our September meeting, Asif Siddiqui from KAIST, our president of two years, gave a productive presentation on "How to write a resume (curriculum vitae) for an international company". About 20 members attended, including the usual active Seoul-based members plus several visitors from Aju TESOL, led by Gerry Lassche. The audience responded to Asif's talk with lots of interesting questions.

In October, as you know, there was a big event for all KOTESOL members, the International Conference, which turned out to be a great success. Seoul members Peter Nelson, Tory Thorkelson and Myung-Jai Kang volunteered as employment center coordinator, registration chair, and student coordinator respectively. Kudos to everybody who worked hard to make the conference a success.

Asif was again the presenter at our October meeting. This time, he talked about "Cultural differences in language learning". And after he finished, he stepped down as president. Thanks Asif, for everything you've done for the Seoul Chapter! Myung-Jai Kang was elected new president, and the other new officers are Tory Thorkelson (Secretary), Yoon Kyung Choi (Membership Co-ordinator) and Peter Nelson (Member at Large). But we still need more volunteers!

## BUSAN

by Paul Mead

At our September meeting Brian Heldenbrand of Jeonju University stepped in at short notice to give a fascinating presentation on how to use writing to stimulate students' creative abilities. Kathleen Shaw of Dong Seo University also shared great ideas about using music and the mixing of contradictory ideas in getting students writing and speaking. In October, Paul Mead of Dongju College discussed the results of an experiment with teaching low, mid and high level students. His focus was on how he had tried to teach to the potential of each student while creating an atmosphere that encouraged the independent learner. At this same meeting Janelle Gamble of Busan National University also talked about teaching in a multilevel environment. She explained how she has gone about maximizing her students' opportunities for speaking in class. Janelle found that having to work with large classes forced her to look at ways of catering to different learner levels. In November, Steve Garrigues of Kyongbuk National University will talk to us about the using accessible authentic materials to sustain a good communicative approach.

Busan Chapter is about to enter its new executive year, and its immediate past president is urging a rethink on how Korea TESOL can best serve itself and the community of which it is part. We welcome your suggestions.

## JEOLLA

by Adam Lee

The rotating monthly meeting returns to Gwangju this month on the 17<sup>th</sup> at Jeonnam Girl's High School. John Murray from South Jeolla Province will be presenting. This meeting is also special because chapter elections will be held to select chapter officers for 2002. The final meeting of 2001 will take place at Jeonju University on December 8. Kirsten Reitan from

Kyung Hee University will be the featured presenter. The Jeolla Chapter annual Christmas party will be held that evening at the home of Brian and Tammy Heldenbrand.

Jeolla KOTESOL's Seventh Annual English Drama Festival was held on November 3 at Jeonju University. This year's festival was actually two separate contests squeezed into one long day of excitement. During the morning only university level groups hit the stage, and during the afternoon secondary level teams showcased their dramatic and language talents. This division helped balance the competition so that the foreign-language high schools didn't sweep the awards like in the past few years. If you are interested in reading the results and viewing photos of the proud winners, surf by the on-line theatre at [www.kotesol.org/cholla/drama/](http://www.kotesol.org/cholla/drama/) and have a look.

## TAEGU

by Steve Garrigues

As always, the Taegu Chapter of KOTESOL continues to meet on the first Saturday of every month, from 3:00 to 5:30 in the afternoon, at the Language Institute of Kyongbuk National University. One of our Chapter's popular services is a free paperback book exchange, and our collection of available books continues to grow.

The speaker for the October Taegu Chapter meeting was Julie Stockton, who teaches 7th grade at the Handong University International School in Pohang. Julie's topic was "The Interactive Teacher". "We've heard a lot about teacher talk," Julie explained, "so I wanted to focus on student talk - getting students to talk in English as though they were in their native language environment. Students in my classes are really demonstrating their listening abilities, answering content-focused questions (without a script), discussing their assignments, and writing a lot more in English than before. It's been so exciting that I felt I had to share what's been

Many chapters have websites. Find them at <http://www.kotesol.org/chapters.shtml>

working for me.” And her presentation was indeed lively and exciting. Everyone came away with a lot of interesting new ideas and practices.

Craig Bartlett will be the speaker at the November meeting (3 Nov), and he will give a presentation on the topic of “Error Correction”. In December we will have an invited speaker from Seoul, Danton Ford. Our January meeting will focus on a teaching activities swapshop, and will conclude with our semiannual Members’ Dinner and Social Evening - one of the two most popular events in the Taegu KOTESOL community. Longtime members Gil and Gloria Luzader have left us for a new home in China. They are both teaching at Shanghai University, and seem to be having a great time (as they always do). While Gloria continues teaching English, Gil is finally able to do what he has been dying to do for a long time - teach law. If anyone would like to contact them, their new email address is <gluzader2001@yahoo.com>.

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## KTT

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*by Douglas Margolis*

KOTESOL Teacher Training has been busy with conferences this semester. A number of KTT presenters participated in the annual KOTESOL conference in October and then migrated down to Pusan for the annual YETA (Yeungnam English Teacher’s Association) conference. We have also been preparing to make an appearance in Japan for the PAC 3 conference in late November.

Conferences are a great opportunity to see the wonderful talent in our organization. The excellent presentations at the KOTESOL conference taught us all some new tricks and maybe introduced some new trainers to KTT. We still await people’s decisions. We always are looking for new material, new presenters, and new ideas for expanding our training

abilities. If you have interest in this area, please contact us. Our web site ([www.kotesol.org/ktt](http://www.kotesol.org/ktt)) has contact information, or you can call me at 031-720-2245 during business hours.

Winter is a time for reflecting on the past and preparing for the future. KTT has been an active part of KOTESOL for four years, providing workshops and presentations to improve the quality of English education in Korea. Begun by volunteers and staffed by volunteers, KTT presenters have touched the lives of more than 3000 English teachers. It has been a great honor for me to play a role in keeping KTT alive and working with the professionals who make up the KTT team. That is one reason why I feel great regret in needing to step down from this role to address other concerns in my life. Anyone interested in becoming the KTT coordinator, please contact me to discuss it, or contact Rob Dickey, the new KOTESOL national president. The future of KTT, the teacher training arm of KOTESOL, depends on your support and participation. Please share a little of your energy and expertise.

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## In Search of a *Truly* Global Network

*continued from page 8*

chat-pages where communication has broken down due to a cultural faux-pas or misunderstanding and various websites could be looked at and analysed for their level of cultural sensitivity. Collaborative projects which bring students together from different cultures are also a powerful tool for sensitising students to the minefield of cross-cultural communication. However, such exchanges need to involve students doing more than simply exchanging facts and describing superficial differences between cultures. Instead, learners need to be encouraged to engage in dialogue which brings about self-reflection and critical enquiry. Links to some examples of good online projects can be found at my homepage: <http://www.geocities.com/Athens/rhodes/8247/collab.html>

These are no doubt major challenges for foreign language educators, but they are challenges which must be confronted if learners are going to use their foreign language skills on the Internet effectively and contribute to what should be a *truly* global network.

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### THE AUTHOR

Robert O’Dowd holds an M.A. in TEFL from the University of Ulster, Northern Ireland and has taught EFL in third level institutions in Germany, Ireland and Spain. He is currently working at the University of Essen, Germany where he is working on a government sponsored online instruction project, teaches EFL and is carrying out research for his Ph.D. on the use of communicative technologies for the development of intercultural competence. His e-mail address is [robert.odowd@uni-essen.de](mailto:robert.odowd@uni-essen.de)

# Global Issues SIG

by *jen lalonde*

The Global Issues Special Interest Group has been struggling along for a few months; waiting for the annual KOTESOL conference to get our members all in the same place at the same time. With individuals in different cities spread out all over the country, it makes group meetings difficult. The comments I hear from teachers is that they have great interest and enthusiasm for using issues like environmental protection, or conflict resolution, or human rights in their classes but they there is precious little time to do the research and prepare the materials. Finally, at the conference on October 13<sup>th</sup> and 14<sup>th</sup>, we had a chance to meet and talk about how to get started. For others it was an introduction into what the Global Issues SIG is and does.

On the Saturday evening about 25 people attended the Barnga simulation and discussion. Participants were divided into groups and chatted about the assigned get-to-know-you question "What did you want to be when you were 11 years old?" Then, everyone was given a set of card game rules to memorize and given a chance to play a practice round. After 5 minutes of practice, the rules were taken away, players were instructed to not speak or write, and the game began in earnest. After the first game, winners and losers moved to different tables and a second game began. What they didn't know at that point was that the rules each group had been given were different. Barnga is intended to demonstrate that the rules that one

culture plays by are not the same as the rules that other cultures play by. The discussion emerges when players realize that a) the rules are different, and b) they have no language in common to discuss the differences, and that results in tension, mistrust and frustration. After the game finished, the floor was opened to discussion. Participants shared their interpretation of what happened during the game, their responses to being confronted with people not following the "right" rules and how everyone reacted to the situation differently. The discussion branched off several times and resulted in a genuine and spirited discussion. Information on the Barnga rules and material will soon be posted on the GISIG page at [www.kotesol.org](http://www.kotesol.org). Thank you to Jason Legrange of Woosong University English Department in Daejeon for facilitating the session.

Another Global Issues sponsored event at the conference was the Student Poster Project. If you passed through the hallway of the second floor, you may have noticed the colorful posters of nearly 70 middle and high school students decorating the walls. The students chose one of two topics, "What the world needs more of and what the world needs less of", or "Why studying English is important to me." There were a handful of posters that dealt with the September 11<sup>th</sup> terrorist attack on the US, with comments like "We want to stop the terror" and "No more terror" This was one way for students to use English to communicate their personal messages to the world at large. Thank

you to Mr. Suh Oo-sheek of Nonsan High School for organizing this project.

Our third SIG event was the Sunday morning GISIG Breakfast meeting. Seven people turned up for donuts and coffee at 8am. Kip Cates, from the Japan Association of Language Teachers (JALT) Global Issues in Language Teaching SIG gave an informal introduction to global issues in language teaching and told the group about some of the projects teachers in Japan have done. William Balsamo from Japan also talked about his website, which gives non-profit groups in South-East Asian countries a home on the Internet. Having this web space lets the public know what these mostly grassroots groups are doing, and puts donators of books and money into contact with those in real need. Finally, we heard about Charity Teaching, an idea which has caught on among some teachers in Japan who teach extra classes and donate the money they earn from these classes to a charity or non-profit group. The breakfast meeting was a relaxed and friendly way to start off the day.

In the next few months the Global Issues SIG page of the KOTESOL website will be updated to include the emails and website addresses of people and organizations that can be contacted for ideas, resources and information. There will be a meeting in early December – the exact date and place and city will be announced later. The meeting will be held in the city most convenient and central for everyone who indicates they want to come. Please see the Global Issues SIG link at [www.kotesol.org](http://www.kotesol.org) for updates or contact me at [j\\_lalonde@hotmail.com](mailto:j_lalonde@hotmail.com) or 016 414 4820.

## Going to PAC3?

Junko Fujio <[jalt@gol.com](mailto:jalt@gol.com)> will look after registration for KOTESOL members and other teachers from Korea. Remember to bring the mailing label from an envelope in which The English Connection was mailed to ensure you receive your KOTESOL members discount.

To post information on  
**job**  
**opportunities**  
in the calendar section,  
please contact:

*Dr. Peter Nelson*  
*by (Email) at*  
*<[peternel@cau.ac.kr](mailto:peternel@cau.ac.kr)>*

# Calendar

edited by Louie L. Dragut

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## CONFERENCES

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**Nov 16-18 '01** "ELT in Taiwan: Retrospect and Prospect" English Teachers' Association-Republic of China (ETA-ROC), Taipei, Taiwan. Contact: Leung Yiu-Nam (Tel) +866-3-5742707 (Fax) +866-3-5718977 (Email) <ynleung@mx.nthu.edu.tw> (Web) <http://www.helios.fl.nthu.edu/~ETA>

**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: Peg Orleans (Email) <tomnpeg@interlink.or.jp> or David McMurray (Email) <mcmurray@fpu.ac.jp> (Web) <http://server1.seafolk.ne.jp/kjalt>

**Dec 13-15 '01** "Reflecting on Language in Education" International Language in Education Conference 2001, Hong Kong. Contact: ILEC 2001 Secretariat (Tel) +852-2948-8043/8044 (Fax) +852-2948-8042 (Email) <ilec@cle.ied.edu.hk> (Web) <http://www.ied.edu.hk/ilec2001>

**Jan 17-19 '02** "Inspiring Change in ELT" The 22nd Annual Thailand TESOL International Conference, Chiang Mai, Thailand. Contact: Busaraporn Munkham (Tel) +66-38-754450 ext 2800 (Fax) +66-38-754447 (Email) <jaeng70@asianust.ac.th>

**Jan 20-22 '02** "Learners from Diverse Cultures" Australian Council of TESOL Associations (ACTA) 2002 National Conference, Glenelg, Australia. Contact: (Tel) +61-8-8296-9610 (Fax) +61-8-8296-8188 (Email) <adevents@tpg.com.au> (Web) <http://www.tesol.org.au>

**Feb 22-24 '02** "Evaluation in ELT" NELTA Ninth International Conference, Kathmandu, Nepal. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>, <rggautam@hotmail.com>

**Mar 9-10 '02** "Broadening Horizons in ELT" TESOL Greece's 23rd Annual Convention, Athens, Greece. Contact: (Email) <misty@hol.gr> (Tel/Fax) +30-1-7488411 (9am-2pm local time) (Web) <http://www.tesolgreece.com>

**Mar 20-22 '02** "Critical Reflection and Practice" The TESOL Arabia 8th Annual International Conference, Abu Dhabi, United Arab Emirates. Contact: Zafar Syed (Email) <zafar37@hotmail.com> or Miled Hassini (Email) <miled\_hassini@hotmail.com> (Web) <http://tesolarabia.org>

**Apr 9-13 '02** Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference, Salt Lake City, Utah. Contact: (Tel) +1-703-836-0774 (Fax) +1-703-836-7864 (Email) <conventions@tesol.org> (Web) <http://www.tesol.org>

**Nov 8-10 '02** "ELT in Asian Contexts: Four PCs in the 21st Century" The Fourth Pan-Asian Conference and Eleventh International Symposium and Book Fair on English Teaching, Taipei, Taiwan. Contact: Johanna E. Katchen (Fax) +886-3-5718977 (Email) <katchen@mx.nthu.edu.tw>

**Dec 16-21 '02** "13th World Congress of Applied Linguistics: Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity" Singapore. Contact: Anne Pakir (Email) <ashead@nus.edu.sg>

*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>.*

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## CALL FOR PAPERS

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**Nov 14 '01** "Critical Reflection and Practice" The TESOL Arabia 8th Annual International Conference for Mar 20-11 '02, Abu Dhabi, United Arab Emirates. Contact: Christine Coombe (Email) <christinecoombe@hotmail.com> or Phil Quirke (Email) <phil.quirke@hct.ac.ae> (Web) <http://tesolarabia.org/conference>

**Nov 30 '01** "Evaluation in ELT" NELTA Ninth International Conference, Kathmandu, Nepal. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>, <rggautam@hotmail.com>

**Mar 15 '02** "ELT in Asian Contexts: Four PCs in the 21st Century" The Fourth Pan-Asian Conference and Eleventh International Symposium and Book Fair on English Teaching, Taipei, Taiwan. Contact: Johanna E. Katchen, Department of Foreign Languages, National Tsing Hua University, Hsinchu 30043, Taiwan; (Fax) +886-3-5718977 (Email) <katchen@mx.nthu.edu.tw>

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## JOB OPPORTUNITIES

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**Chongju University** is accepting resumes for positions starting in March. Salaries in the range of 1.7 to 2.0 million won/month. MA TESOL and 1 year university teaching experience preferred. Candidates with B.A. will also be considered. Mail resumes to *Dr. Kim Kwang-Sup, Dept. of English Language and Literature, Chongju University, 36, Naedok-dong, Sang-dang-gu, Chongju City, Korea, 360-764.*

**Note:** KOTESOL neither guarantees nor endorses any jobs advertised in this section.

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## SUBMISSIONS

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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, Daejeon 300-791 (Email) <lldragut@mail.hannam.ac.kr>, (Tel) +82-(0)42-629-7387.

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

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Going to  
**PAC3?**

Look for full travel information  
and site maps at:  
<http://www.jalt.org/jalt2001>

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## CHEJU

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### Global Issues SIG

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## Going to PAC3?

Bring the  
mailing label from  
**The English  
Connection**  
envelope to prove  
KOTESOL membership  
and receive a  
registration discount.

## 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 대한 영어 교육 학회 .

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 Cochair 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.

The approved minutes of recent KOTESOL Council meetings may be found on the website.



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online in order to reduce file size.

# 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 complete this form in English -- and also include Hangeul if possible.**

New membership       Membership renewal       Change of address / information

**Type of membership:**

Individual (40,000 won/year)       Lifetime (400,000 won)  
 International (US\$50.00/year)       Undergraduate Student (20,000 won/year, attach ID)

Payment by  Cash    Check    Online transfer Please make online payments to 대한영어교육학회 (KOTESOL) at Kwangju Bank, ( 광주은행 ) account number **004-107-002321**. If you transferred funds online, please indicate:

Bank Name: \_\_\_\_\_ City: \_\_\_\_\_ Date of Transfer: \_\_\_\_\_

**Family name:** \_\_\_\_\_ **Given name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Chapter Affiliation** (circle your choice): Seoul, Kyonggi-Suwon, Chongju, Daejeon, Daegu-Kyongbuk, Busan, Jeolla, Cheju, International.

**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(es):** \_\_\_\_\_, \_\_\_\_\_

**Telephone:**

Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_\_) \_\_\_\_\_  
 Fax: (\_\_\_\_\_) \_\_\_\_\_ Cell Phone: \_\_\_\_\_

**Work Address:**

\_\_\_\_\_  
 School/Company Name

\_\_\_\_\_  
 Address Line 1

\_\_\_\_\_  
 Address Line 2

\_\_\_\_\_  
 City / Province / Country \* POSTAL CODE \*

**Home Address:**

\_\_\_\_\_  
 Address Line 1

\_\_\_\_\_  
 Address Line 2

\_\_\_\_\_  
 City / Province / Country \* POSTAL CODE \*

To which address would you prefer KOTESOL mailings be sent?  Home  Work

Please check all those areas of ELT that interest you:

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

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

Send this form to: (Fax) 054-746-1097 or (E-mail) <KOTESOL@chollian.net>

Anyone can join KOTESOL by attending a local chapter meeting.

**www.kotesol.org**

## KOREA TESOL MEMBERSHIP INFORMATION

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

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

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

### MEMBERS ...

1. Can attend chapter meetings (of any chapter), and conferences and other events. Currently Korea TESOL has 7 active chapters: Jeolla, Daejeon, Chongju, Suwon-Kyonggi, Seoul, Daegu-Kyongbuk, Busan.
2. Can participate in KOTESOL SIG (Special Interest Group) activities, which currently include Global Awareness and Teacher Development & Education.
3. Receive a discount to attend the annual International Conference and Educational Materials Exposition.
4. Receive *The English Connection (TEC)*, a bi-monthly publication featuring articles related to language teaching/learning, teaching tips, reviews, job announcements, and notices of upcoming meetings and conferences, as well as information about a variety of language teaching materials.
5. Receive *The Korea TESOL Journal*, an annual publication featuring both practical and theoretical articles and research reports.
6. Receive the annual *Conference Proceedings*, a publication of papers and important releases from presentations of the annual International Conference and Educational Materials Exposition.
7. Receive a local chapter newsletter (whichever chapter you officially signed up through).
8. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference and other events (drama festivals, regional conferences, etc.).
9. Opportunities to build a network of important professional and cross-cultural contacts.
10. Access to the latest in quality teaching resources and related materials.
11. Access to employment postings and the Employment Center.
12. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
13. Opportunities to give presentations at KOTESOL venues and publish articles in *TEC*, *the Korea Tesol Journal*, *Conference Proceedings*, etc.
14. Opportunities to gain experience as a KOTESOL volunteer and leader at both national and local levels.

**Regular Membership**, Annual dues are 40,000 won.\*

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

**International Membership**, Annual dues are US\$50.\*

**Lifetime Membership**, Lifetime dues are 400,000 won.

**Educational/Institutional Membership & Associate/Commercial Membership**, cf. our website.

\* **Period of membership**: 12 months, from the month of application to the 1st day of the 12th month following that date.

\* **Renewals** shall run for a full 12 months. Membership expiry date: 1<sup>st</sup> line of address label used to mail *TEC* magazine.

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

**www.kotesol.org**

**Email: KOTESOL@chollian.net**

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