

KOTESOL
대한영어교육학회

Also in this issue

Techniques:

Starting Off on the Right Foot ... 9

Training Notes:

Self-Assessment ... 11

Research Acts: Action Research?

You Must be Joking! ... 12

*Word Whys, Web Wheres,
Conference Reports, Pan Asia,
and more.*

The ENGLISH CONNECTION

Volume 6
Number 1
2002

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

Speaking a foreign language is, at times, like jumping over the Grand Canyon or Han River. That is, even native speakers forget words and get hung up trying to communicate their meaning with the strait jacket of language. These lapses are even greater for non-native speakers, who have less experience using the language. All speakers face such gaps in lexical knowledge and grammar and must dare to leap the vast divides to maintain communication. Korean English teachers, who wrestle with the monster of English everyday, in addition to their students, would greatly benefit from strategies and tactics for crossing these gaps.

Introducing Compensation Strategies

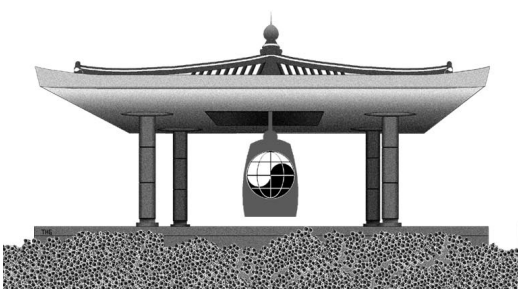
by Douglas Margolis

When I mention compensation strategies, many people think that I'm referring to tactics for negotiating better pay from employers. That's the article that I wish I had the knowledge to write. This article, however, focuses on the compensation strategies defined by Rebecca Oxford (1990: 47): that "enable learners to use the new language for either comprehension or production despite limitations in knowledge." In other words, compensation strategies aid students and non-native teachers in bridging the divides in their target language knowledge or ability. They are problem-solving techniques that, in spite of target language deficiencies, aid people in catching the meaning while listening or reading and in communicating their meaning while writing or speaking.

Many Korean students, for example, have memorized long lists of English words and grammar rules, but are unable to access this knowledge for communications. Compensation strategies are tactics that students can learn that will help them to begin accessing and using this knowledge. Oxford (1990: 48) lists the following compensation strategies: guessing intelligently, code switching, getting help, using gestures, avoiding communication partially or totally, selecting the topic, adjusting or approximating the message, coining words, and resorting to circumlocution. I group compensation strategies into two camps: engagement and disengagement strategies. Disengagement strategies take students outside of the interaction for help in bridging the gap, or fail to bridge it. Looking up words in a bilingual dictionary or avoiding topics are two examples. Engagement strategies, on the other hand, keep students communicating and maintain the interaction. Asking for clarification or confirmation or using metaphors and approximations are examples.

In a recent study about compensation strategies (Margolis, in press), Korean university students were found to use disengagement strategies the most and circumlocutions and asking their interlocutor

continued on page 6



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



www.kotesol.org

The Korea TESOL Journal

Information for Contributors EDITORIAL POLICY

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

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

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

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

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

GENERAL INFORMATION FOR AUTHORS

Submission Categories

The KOTESOL Journal invites submissions in three categories:

I. Full-length articles. Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables).

II. Brief Reports and Summaries. The KOTESOL Journal also invites short reports (less than 1,200 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced studies are appropriate for summarization.

III. Reviews. The KOTESOL Journal invites succinct, evaluative reviews of scholarly or professional books, or instructional-support resources (such as computer software, video- or audiotaped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 1,200 words.

To facilitate the blind review process, do not use running heads. Submit via email attachment or on diskette in MSWord or RTF file. Figures and tables should each be in separate files, bitmap files (.bmp) are preferred. Hardcopy versions may be requested at a later time.

***Inquiries/Manuscripts to:
kotesolpubs@yahoo.com***

***The Korea TESOL Journal accepts submissions on a continuous basis.
Find the Korea TESOL Journal in ERIC. more info at www.kotesol.org***



The ENGLISH CONNECTION

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

CONTENTS

January 2002
Volume 6
Number 1

ISSN: 1598-0456

Feature

- Introducing Compensation Strategies ... 1
Douglas Margolis

Columns

- President's Message: *Considering Who We Are* ... 5
- Techniques: *Starting Off on the Right Foot* ... 9
- Training Notes: *Self-Assessment* ... 11
- Research Acts: *Action Research? You Must be Joking!* ... 12
- Membership Spotlight ... 15
- Word Whys: *Food Fiascos and Folk Etymology* ... 16
- Web Wheres: *Jobs: For Better or for Worse* ... 16
- Pan Asia: *Sharing Case Studies About Asian Countries* ... 19
- Conference Report: *Taiwan, English Teaching & New Eyes* ... 20
- Conference Report: *PAC3 at JALT2001* ... 21
- Global Contexts: *Context: Azerbaijan* ... 24

What's Up in KOTESOL (Chapter Reports, etc...)

- Busan, Jeolla, Daejeon, KTT, 22
- Tough Questions Asked at the KOTESOL Leadership Retreat ... 23

For Your Information

- Calendar ... 25
- Who's Where in KOTESOL ... 26
- Membership Application and Information ... 28
- KOTESOL Constitutions & Bylaws ... 31

The ENGLISH CONNECTION

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

Managing Editor

Trevor H. Gulliver, KOTESOL Publications Chair

(Email) <kotesolpubs@yahoo.com> or
<tesolpdf@hotmail.com>

Column Editors

Robert J. Dickey (President's Message)

(Email) <rjdickey@soback.kornet.net>

Trevor H. Gulliver (Web Wheres)

(Email) <kotesolpubs@yahoo.com>

Terri-Jo Everest (Word Whys)

(Email) <teverest@taejo.pufs.ac.kr>

Louis L. Dragut (Calendar)

(Email) <lldragut@eve.hannam.ac.kr>

David McMurray (Pan Asia)

(Tel/fax) +81-99-262-2285 JAPAN

(Email) <mcmurray@int.iuk.ac.jp>

Editorial Staff

Terri-Jo Everest (Editor-at-large) (see info above)

(Email) <teverest@taejo.pufs.ac.kr>

Demetra Gates Choi (Editor-at-large)

(W) 053-620-1426, (H) 053-584-4292, (HF) 053-584-4294

(Email) <gatesde@taekyo.taegu-e.ac.kr>

Dr. David Shaffer (Editor-at-large)

(W) 062-230-6917, (WF) 062-232-4704, (H) 02-323-9152

(Email) <disin@mail.chosun.ac.kr>

Robert J. Dickey (Editor-at-large)

(Email) <rjdickey@soback.kornet.net>

Section Editors

Kirsten Reitan (Features, Editor-at-large)

(Email) <kotesolkirsten@yahoo.com>

Douglas Margolis (Training Notes)

(Email) <dpm123@teacher.com>

Michael Duffy (What's Up in KOTESOL)

(W) 051-200-7054 (H) 051-248-4080 (Pager) 012-789-4080

(Email) <duffy@mail.donga.ac.kr>

Jerry Foley (Membership Spotlight)

(W) 054-467-4392, (WF) 054-467-4040, (H) 054-461-5933

(Email) <jmfoley@hotmail.com>

Stephanie Downey (Techniques)

(Cell) 018-553-3346, (Email) <stefdowney@hotmail.com>

Robert J. Dickey (Book Reviews) (see info above)

Production

advertising by **Robert J. Dickey**

(see info above)

this issue's layout by **Trevor Gulliver**

(see info this page)

Printing by Seo-rim Printing, Taegu

ISSN: 1598-0456



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

Advertising is arranged through Robert Dickey at <rjdickey@soback.kornet.net> or contact KOTESOL by fax at 054-746-1097.

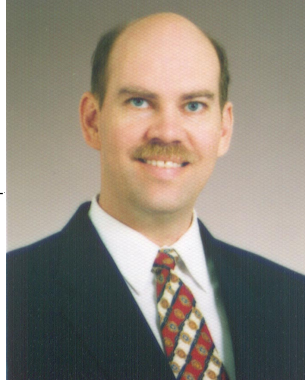
All material contained within *THE ENGLISH CONNECTION* is copyrighted by the individual authors and KOTESOL. Copying without permission of the individual authors and KOTESOL beyond that which is permitted under law is an infringement of both law and ethical principles within the academic community. All copies must identify Korea Teachers of English to Speakers of Other Languages (KOTESOL) and *THE ENGLISH CONNECTION*, as well as the author. The ideas and concepts, however, are presented for public discussion and classroom use. Please write to the editors and individual authors to let them know how useful you find the materials and how you may have adapted them to fit your own teaching style or situation.

The articles and opinions contained herein are solely those of the individual authors and do not necessarily reflect the policies of KOTESOL or the opinions of the editors, officers of KOTESOL, or individual members.

PRICE: FREE to members / 2,000won (US\$2) to non-members

Considering Who We Are

At the annual KOTESOL Leadership Retreat in December a number of dedicated people came together to prepare for the new year. (See related article within this issue. Ed.) It's no small task. While taking stock of what we have done, and what we hope to do, it is also important to recognize the environment and resources around us. Perhaps the most significant resource for any group of people is the people themselves.



As one component of the weekend, I asked this team to come up with a single sentence that defined KOTESOL. It was not an easy task. KOTESOL is an extremely diverse collection of individuals who have varying interests in fields related to language education. Not all of us are teachers, not all teach English. Roughly 40% Korean, 60% expatriate, some of us no longer live in Korea, and some of us never did! We teach at all different levels, with our language learners at all different ages and proficiencies. Our professional qualifications range from doctorates in TESOL, Linguistics, Education, and so forth to none; and our experience in the Korean classroom ranges from a few weeks to over 30 years. How can we adequately sum up? Following is a draft statement, a work in progress:

President's Message

by
Robert J.
Dickey

Korea TESOL is an association of professionals whose primary activities include teaching, teacher training, and research.

Each of us may interpret this a little differently, but for me the key words here are **association**, **professionals**, and **activities**. "Association" was chosen over "organization" and "society." Why? We can argue over definition and nuance, but the general thoughts seemed to be that "association" clearly shows the inter-relatedness of the members – we choose to associate for our own purposes. This is not a "top-down" corporate structure, a loose collection of disinterested parts, nor an elitist gathering. "Professionals" are those who think of themselves as professionals — we are not hobbyists at teaching; we think our work is important, and we work to improve ourselves. And we are not static, or mere recipients. Korea TESOL is based upon members' "activities" such as teaching, participating in conferences, chapter meetings and SIG sessions; and investigating, writing and producing published materials, among other things. We also, as an organization and as individuals, are active in providing and receiving teacher training. Still we do not overlook some of the other activities within KOTESOL, such as socializing and language practice, which may not be primary but still of significant importance to many members.

What else was said, left unsaid but understood, or deliberately not included?

Korea TESOL incorporates the acronym TESOL, which means "teachers of English to speakers of other languages." Thus, this term covers both ESL and EFL, along with ESP, EAP, IEP, and all the rest. We are based in Korea, and most of our students are Korean, this too is included in our name.

The words "academic" and "scholarly" were deliberately not included. Why? It was not a message that KOTESOL is not interested in academic or scholarly pursuits, but that "pure classroom teachers" with little interest in academic advancements should not be perceived as some type of lower-class member. And that we welcome those just starting out in teaching, those who (like myself) may join KOTESOL with no teaching qualification, but are inspired to learn from peers, to read, to become better teachers. We welcome students too, as future teachers.

I want to thank jen lalonde for her energy in organizing the Leadership Retreat. She, and the student volunteers from Hyecheon College, made things far better for us than we experienced in years past. As expected when jen is involved, "well done."

A question left unanswered is whether our primary focus should be within, to our members, or shared with the broader teaching community. Your ideas are welcomed, contact us at KOTESOL@chollian.org

Collegially, Rob

Introducing Compensation Strategies

cont. from page 1

for clarification the least. In contrast to these findings, Tarone and Yule (1989) reported that native speakers tend to resort to circumlocutions the most when communication problems arise. Moreover, seeking clarification and assistance from one's interlocutor is an act of negotiating meaning, which some believe advances language learning, a point discussed below.

Theory & Compensation Strategies

Larsen-Freeman (2000) describes more than eleven different approaches for teaching foreign languages that have been advocated in the last fifty years. In fact, many second language acquisition

in communication, receiving comprehensible input, and producing comprehensible output (Chapelle 1998; Lee 2000). Many readers no doubt recognize this theoretical perspective as the foundation of the communicative approach and task-based learning. Lee (2000: 69) reports, however, that while a relationship between interaction and input comprehension has been observed, as yet, no clear relationship has been demonstrated between interaction and language development.

Herein lies the crux to much second language acquisition research: namely, we need more empirical evidence about what affects target language development.

If one accepts the goal of communicative competence and the interactional theory of second language acquisition, then compensation strategy training should be an important part of foreign language teaching. Compensation strategies facilitate the interactions, increasing student ability to comprehend input and produce output.

Especially in the Korean language teaching context, compensation strategy training fills an important need. Given the Korean Ministry of Education mandate that English teachers must replace traditional teaching methods with the communicative approach, and teach English through English, both Korean teachers of English and students must be able to face gaps in knowledge and effectively compensate to maintain target language communications. Training both teachers and students in effective compensation strategy deployment, not only potentially improves target language interaction, but also could increase risk-taking behavior, sense of self-efficacy, and amount of experience processing input and producing output of the target language.

For these reasons, teachers need to know compensation strategies and prepare students for their use.

Implications for Teaching

Compensation strategy training aims to develop student ability to compensate for gaps and limitations in target language knowledge or skills. To achieve this end, teachers must consider compensation

Teachers need to know compensation strategies and prepare students for their use.

researchers (for example, Skehan, 1996) have been reporting findings consistent with the notion that what language teachers think they are teaching is not what students are learning. Skehan (1996: 19) argues that language learning is a natural process and that neither teacher nor student simply chooses the timing of what is to be learned. Tarone and Yule (1989: 7) provide support for this point, describing students who can select proper grammar on a test, and even state the appropriate rules, but in conversations, persist in making errors. Pinker (1994: 22) reports the opposite situation, where learners acquire correct forms without explicitly having been taught them. This inability to demonstrably manipulate the learning process, and the transition from method to method this inability has engendered, can be frustrating and confusing to both students and teachers. The move toward learner-centered approaches, like task-based learning, and learning strategy training are offered, in part, as a means to overcome these unsettling findings.

As the learning process has shifted to the center of more scrutiny, the interactional theory of second language acquisition has been gaining popularity. This theory emphasizes the importance of authentic and meaningful contexts, interaction, and negotiation of meaning. Students are believed to benefit from actively engaging

The author wishes to express his gratitude to Dong Seoul College for their generous research grant, which in part has supported the research of this topic.

strategy development in every aspect of their teaching. In particular, decisions about instruction, learning activities, feedback, and assessment all must be decided carefully so as to encourage appropriate compensation strategies.

Instruction for Compensation Strategy Training

There are several implications of a compensation strategy perspective for instruction. First, instruction should make students aware of compensation strategies, help students become conscious of ones they use, and encourage them to experiment with new ones. Moreover, Tarone and Yule (1989) suggest that learners be given models and opportunities for practicing different strategies. If students can observe native speakers or non-native English experts using compensation strategies, they can learn how to employ strategies naturally and appropriately. In addition, Tarone and Yule, as mentioned above, reported that circumlocution and approximation are the most used strategies by native speakers. Thus, they recommend that students be taught core vocabulary necessary for these strategies (i.e., teach descriptive words, such as “circular,” “square-shaped,” “cigar-shaped,” “pinkish,” etc.). Finally, they also recommend students be required to assess their strategy choices.

Learning Activities

The key for language development, according to output theory, is that students must face communication problems and struggle to bridge the gaps, thereby noticing a language ability deficiency and receiving feedback about their attempted solutions (Shehadeh, 1999). This means that learning activities need to be communicative, holistic, meaningful, and authentic. With such activities, students will by necessity experiment with and utilize compensation strategies. Learning activities can be made more effective at promoting compensation strategy use in several ways. One, don't permit students to read when doing speaking activities. Encourage them to experience the process of discovering the means to communicate their messages instead of avoiding the problem-solving struggle. Two, emphasize a focus on

meaning and communication. Students must be trained to realize that there is no one correct way to communicate one's meaning. For example, refusing a beggar's request for money is routinely communicated by native speakers in any of the following ways: 1) “I'm sorry, I don't have any change at the moment”; 2) “Why don't you get a job!”; 3) “No!”; 4) “I'm poor, too”; 5) “You got to be kidding”; or 6) [silence]. We must break students' mistaken commitment to exact translations and perfect English. Three, inform students that the use of compensation strategies is desirable and productive. For example, tell them to guess. Show them that they don't need to understand every detail if they get the gist of the message. Also, demand that they ask for repetitions, confirmations, and clarifications. This process legitimately maintains the conversation and is essential for communication and language skill development.

Four, organize activities with time allocated for reflecting on the strategies employed for resolving problems that arose. Take time to discuss the types of communication problems students experienced and their solutions. (These discussions could even be in Korean.) Brainstorm new solutions and have students try these out. In addition, activities should encourage creativity and orient students to a problem-solving framework for handling language deficiencies.

Feedback

Appropriate feedback is essential for developing effective compensation strategies. Lee (2000) distinguishes feedback for correction from feedback for communication. Instead of simple “right” or “wrong” feedback, teachers can help students by engaging in real, meaningful exchanges. If communication was not clear, feigning a lack of understanding to encourage students to self-correct and struggle to clarify are more appropriate for compensation strategy development than declaring a correct form. Be careful, however, not to cause students to become frustrated. They should be encouraged to confirm, clarify, and negotiate the meaning within their English communications. Instead of perfect accuracy, lead students to a goal of clear communications. Further, instead of giving them an exact word or

grammar structure, push them to experiment with speaking around the topic, using metaphor, approximations, and circumlocutions.

Most importantly, students must be trained not to quit when they make an error or confront a gap in their knowledge and ability. Feedback must consistently reinforce student attempts to communicate in the target language, their use of compensation strategies, and self-reflection about the strategies they employ. As stated above, students must be corrected from assuming that only one exact translation exists for every idea they want to communicate. Instead, our feedback needs to help them access all their creative problem-solving potential, become tolerant of ambiguity, and experience the empowerment of diverse ways of expressing themselves through English.

Assessment

Compensation strategy training can also be promoted by our assessment methods. When we give exams, for example, we should give credit for compensation strategy use. On a written exam credit could be given for metaphors and approximations that aid the communication of the student's point. In oral exams, when students resort to such behavior, or ask for clarification and confirmation, we should let them know that we are rewarding their strategy deployment. Guessing should also be rewarded. Anything that students do to stay engaged and continue interacting must be graded positively.

Compensation Strategy Training

Oxford (1990: 206) suggests that learning strategies are best acquired when training is integrated with regular course procedures. In this section, we look at some of the components of such a program. A first step should be helping students identify the strategies that they currently employ and making them realize the multitude of other strategies available to them. (For a list of 37 strategies, categorized by the four macro-skills—reading, writing, listening, and speaking,

continued on page 8

Introducing Compensation Strategies

cont. from page 7

Table 1
Procedures for Compensation Strategy Training

<u>Task</u>	<u>Objective</u>	<u>Method</u>
1) Identify Current Practices	Increase Self-Knowledge.	Think about gaps in knowledge and how I (student) deal with them.
2) Identify What More Is Available	Raise Awareness.	Look at language learning problems and how other people deal with them.
3) New Strategy Practice	Experiment & Explore.	Face problems and challenge self to try new methods for solving them.
4) Self-Reflection about strategy use	Increase awareness about pros and cons of different strategies.	Think about what feels right, what's worked in the past, and what didn't work.
5) Reflect & Evaluate	Test students for compensation strategy use & give feedback.	Think about choices and pros and cons of different strategy uses.

see Margolis, in press.) To be effective, students must be focused on communicating meaning in activities, not merely mouthing words for particular structure practices. Once students are aware of their usual strategy choices and new options available to them, guide them to experiment with alternative strategies. During this phase, help students reflect on the effects of their different strategy choices. They should develop a sense of the strengths and weaknesses of each strategy. Finally, lead students to assess their own strategy use and provide feedback that helps maintain focus on meaningful interaction and engagement.

One activity that encompasses compensation strategy training is to ask students to observe themselves in conversations throughout a day or week—both Korean and English. Have them identify experiences of communication difficulties in both languages and record these in a journal. The journal entries could then be discussed in class or used for brainstorming sessions to identify as many strategies as possible for compensating for the difficulties.

In sum, train students to use compensation strategies. You never know, it might help you get that pay raise.

The Author

Douglas Margolis teaches at Dong Seoul College and coordinates the KOTESOL Teacher Training project. His research interests include developing alternative assessment and testing methods, identifying culturally appropriate teaching techniques, and incorporating learner strategy training and online teaching methodologies into language learning curriculum. Email: <dpml123@teacher.com>

References

Chapelle, C. A. (1998). Multimedia CALL: Lessons to be learned from research on instructed SLA. *Language Learning & Technology*, 2(1), 22-34.

Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*, (2nd Ed.). Oxford: Oxford University Press.

Lee, H. W. (2000). The role of interaction in second language learning: From psycholinguistic perspectives. *Journal of the Applied Linguistics Association of Korea*, 16(1), 67-98.

Margolis, D. P. (in press). Compensation Strategies of Korean College Students. *Korea TESOL Journal*, 4(1).

Oxford, R. L. (1990). *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle Publishers.

Pinker, S. (1994). *The Language Instinct: How the Mind Creates Language*. NY: William Morrow and Company.

Shehadeh, A. (1999). Non-native speaker's production of modified comprehensible output and second language learning. *Language Learning*, 49 (4), 627-676. Retrieved March 13, 2001 from Ebscohost database (Academic Search Premier, AN: 3254239) on the World Wide Web: <http://ehostvgw10.epnet.com/>.

Skehan, P. (1996). Second language acquisition research and task-based instruction. In J. Willis & D. Willis (Eds.), *Challenge and Change in Language Teaching* (pp. 17-30). Bath, UK: Macmillan Heinemann ELT.

Tarone, E., & Yule, G. (1989). *Focus on the Language Learner*. Oxford: Oxford University Press.

Starting Off on the Right Foot

by *Stephanie Downey*

The first few classes with a new group of students are a critical period in the formation and function of a classroom group that sets a tone that will prevail for the duration of the course. Therefore, how the language learning journey begins for a new class on the first day is extremely important. With a little forethought and planning, the teacher can make the most of the first few classes to create a hospitable classroom atmosphere that is positive and conducive to learning.

Most students entering a new language class suffer from first-day jitters and feel anxious and insecure. Suddenly they find themselves in an unfamiliar context surrounded by unfamiliar people. They do not know what is going to happen, what they are supposed to do, how they should behave or what they are being judged or evaluated on. Not only do they have to deal with the new linguistic challenges facing them, but they also have to deal with getting to know a new instructor and finding their place in a new group.

By being aware of the questions and concerns that students have on the first day, a teacher can take steps to address them directly. Students want and need to know what is expected of them, so one of the best ways to start off on the right foot is to anticipate your students' uncertainties and plan to resolve them. It is important to make classroom policies, procedures, and norms explicit to students, especially when a cultural gap between the teacher and student is involved. Sharing a common classroom language provides students with access into the course, thereby reducing learner anxiety and creating a comfortable and effective learning atmosphere.

Since the balance of power in the classroom typically rests with the teacher on the first day, it is important to make things clear in a way that is friendly and constructive so that students will develop positive feelings about the class and their roles and responsibilities in it. There are many learner-friendly ways to give your students an overview of the course.

Letter of Introduction

In my current teaching context, I have found that preparing a *Letter of Introduction* for my students is a highly effective way to preview my course and make things explicit to my students. In the letter, which I hand out on the first day and then discuss with the students, I usually include important information about my class such as the goals and objectives of the course; the syllabus; required materials; assignments and exams; and classroom policies and conduct. In addition, I try to give my students a clear idea of what to expect from my class by explaining not only what we will be doing in the course, but also how we will be doing it. I particularly try to explain those aspects of my class that my students may not expect or understand because of our different cultural backgrounds. This letter outlines my expectations for our learning including full and active participation for all, learning in community, making mistakes, and giving feedback as well as a description of my personal teaching style.

A *Letter of Introduction* gives the teacher a chance to explain the things that are important in pleasant and non-threatening manner. It is more encouraging than a list of "dos" and "don'ts" and sets a tone for the class that is positive and full of good energy. It is my hope that the students will get a sense of how important it is to me that they understand that their teacher knows them, sees them, speaks to them and takes them into account.

To make the information contained in the letter truly accessible to my students, I have it translated into Korean and present the English and Korean versions side-by-side. Some teachers may object to using the students' first language in English class, but I have found it to be very effective for making important information about the explicit, especially to lower-level students. If I neglected to do this, I feel the value of the message I am trying to send to the students would be lost. In trying to decipher the content, students would be distracted from the deeper meaning of what I am trying to convey. I

want the letter to be something the students take in and hold throughout the semester, not a document that heightens their anxiety. As I see it, the letter provides the students with the necessary access and scaffolding they will need to do well in my class

Techniques

edited by
Stephanie Downey

A great follow-up activity to the *Letter of Introduction* is to have the students write personal letters of introduction to the teacher. This can be done as homework or as an in-class assignment during the first few classes. Such letter writing activities are a wonderful way to establish a personal connection and a good rapport between the teacher and the students. They can provide the teacher with valuable information about the students' personalities, interests, needs, beliefs about learning, expectations and goals for the course. They can also be a good way for the teacher to assess the students' proficiency level and language learning needs.

Exploring Norms

Another way to make important course information explicit in the first few days is to actively explore classroom policies and norms together with your students as part of the lesson. Consciously discussing and formulating the norms operating in the group gives students a voice in classroom decisions. It is empowering and motivating for students to share responsibility for making up the rules of the class and helps them to regulate their own behavior.

The activity *Norms Clarification* is a wonderful way to discuss and establish important classroom norms, policies and regulations in a learner-centered way. It allows students to take an active role in shaping an effective learning environment and makes them accountable for their own actions and learning.

continued on page 10

continued from page 9

- 1) Begin by introducing the idea of norms as 'shared feelings'.
- 2) Have each student write examples of possible norms on a piece of paper. Allow 10 minutes.
- 3) Then have the students share their ideas in small groups of 4-5 students and make a group chart on a piece of newsprint that represents the consensus of the group.
- 4) Next, have each group post their chart. The students then circulate and discuss the various items listed.
- 5) The students then decide which norms they would like to adopt for the class and make a master chart.
- 6) As an ongoing activity, the teacher and students look at the chart each week and make changes.

Walking in to teach a new class on the first day is like setting out on a journey. Although I may have an end in mind and an itinerary of the stops my students and I will make along the way, I have no idea of exactly where the path we travel may lead or what we will encounter along the way. The challenges we will face in the learning adventure that is about to unfold depend largely on how I, as the teacher, initiate the teaching-learning process with this new group. Therefore, the choices I make in preparing for the first day will shape our journey and determine our final destination.

By explicitly explaining goals and objectives, classroom policies and teaching procedures to them, a teacher can make students feel more comfortable by helping them transition into a new class. Time invested preparing for the first few classes is time well spent as the teacher and the students will continue to reap the benefits throughout the duration of the course.

What's in your bag of tricks? Techniques would love to know.

I invite you to share your favorite classroom activities by submitting a write up to "Techniques". Doing so is a great way to be professionally active and to contribute to the professional development of others. If you would like to see your ideas in print or have any questions or comments contact:

Stephanie Downey at
<stefdowney@hotmail.com>

The ENGLISH CONNECTION

Contributor Guidelines

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

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

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

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

Guest Columns should be limited to 750 words. The English CONNECTION publishes columns under the following banners: "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); "Global Contexts" (submissions should describe language teaching in countries other than Korea), and "Training Notes" (submissions should address one teaching issue and give relevant practical solutions).

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

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

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

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

Self-Assessment*

by Peter Nelson

One of the newer teaching techniques in Korea is self-assessment, a procedure whereby students examine their own work to identify areas in which they do well and those where they need improvement. This technique gives students autonomy over their learning. The good news is that self-assessment procedures can be taught to students at all levels, from elementary school through college. In addition, self-assessment activities can utilize the four communication skills. Moreover, teachers can use self-assessment as one tool in the grading process. Given this potential, self-assessment deserves attention.

In communicative language teaching, students are viewed as active participants in the learning process and encouraged to take responsibility for their own learning. Self-assessment is one technique that meets these criteria. It helps students become more conscious of themselves as learners and helps them apply awareness of their learning needs to new areas of study. It promotes self-esteem and self-confidence, which are vital for personal growth. Moreover, critical thinking and decision-making skills are also encouraged by self-assessment. Most of all, it increases participation and motivation through evaluation and interaction.

For the teacher, self-assessment provides another source of information regarding student abilities. Although some may think students will assess too generously, and therefore cannot be trusted, research suggests students are often harsher on themselves than they should be. Rather than downplaying students' intrinsic abilities, then, self-assessment enables the teacher to maximize student abilities while concurrently obtaining information on individuals and the class as a whole.

There are several steps to implementing self-assessment correctly. First, students must be able to distinguish different levels of performance. This is best achieved by the teacher first outlining the concept of goal setting, and then discussing its particular importance to proficiency in communication. The teacher needs to give students models and appropriate

measures for their level. Middle school students, for instance, might have English writing goals that include punctuation, basic grammar, and sentence coherence. The teacher could show students samples of properly and improperly punctuated sentences to focus their attention.

The next step is to give them previously written student papers (names removed!), highlighting those features to be discussed in relation to class goals. Students can evaluate these papers in pairs or small groups, using examples provided by the teacher to determine their quality. Simple marking criteria, such as Poor, Average and Good, are sufficient to get them speaking to one another and explaining their evaluations. Used in this manner, the papers are a prompt to enhance verbal and critical thinking skills, while teaching students the assessment process so they will be able to apply it to their own work. In addition, the teacher may rotate the papers and ask new groups to compare them, or even ask individuals to explain their assessments.

Once students can evaluate other people's work and make decisions regarding good or poor practices, they are ready for self-assessment. This preparation process can be done over time, but the teacher must convey the importance of student responsibility and participation, as well as remind them that they are capable of accurate assessment of the limited areas of focus.

Teachers should also tell students that the purpose is to help them do better in class by improving their ability to identify their own strengths and weaknesses. Having introduced the topic in this way, ask them to compare their own work with previously read papers. Alternatively, if they have already completed several writing tasks, they can review earlier work and make choices about which is the best. Follow up by asking students to justify their choices. In addition, when assigning new projects, have students think about or discuss their perceived strengths and weaknesses for the upcoming work.

What the teacher does after self-evaluation depends on a number of factors, including time available and age or level of students. Teachers might ask students to review their own evaluations later in the semester, aiming to identify progress. They might have students work

**Training
Notes**

edited by
Douglas Margolis

in pairs or small groups to evaluate each other in order to have students compare their self-assessments with evaluations from their peers. This technique might help students develop more collaborative approaches to learning. Another extension would be to give students evaluation sheets to complete periodically and keep as a form of diary to check progress on a regular basis and support goal-oriented efforts. The common thread to these alternative strategies, however, is that students see a meaningful purpose to the exercise, as this will increase their motivation to continue.

Self-assessment is an additional technique for language acquisition. When used correctly, it not only increases class participation but also enhances individual confidence, self-esteem, critical thinking, motivation and sense of empowerment. In this article, we've focused on self-assessment for writing, but the principles can be applied to speaking, listening, and reading as well.

The Author

Peter Nelson, Ph.D., is an instructor in English Education at Chung Ang University in Seoul. He is active in KTT and is a frequent speaker and writer on the teaching of culture in Korea.

*Teachers looking for self-assessment activities should consult Jennifer L. Ballard's *Fundamentals of TEFL for Elementary School Teachers* (undated), published by TTI International (Teacher Training Institute).

Action Research? You Must be Joking!

Research Acts

by
Andrew
Finch

A dialogue between two middle-school teachers: Ms. A & Ms. B.

A: Research? No way! Not me. I couldn't research my way out of a paper bag, let alone make a report about it.

B: OK, but before you rule it out, why do you say that?

A: You know. Research is done by professors in universities – people who have to “publish or perish”.

B: And you have better things to do!

A: You're not kidding. I have to get all my grades in by next week. You know what the principal is like about getting grades in on time.

B: And he makes you conform to those stupid bell curves as well.

A: Absolutely! Yet everyone knows that bell curve assessment demotivates students and teachers. It has no pedagogic justification, and has been criticised in professional journals for years. Even the principal knows this (I heard that he read a book once), but he says he must have the figures, and those figures must conform to the curve.

B: How about writing a report for him on criterion-referenced testing?

A: You're full of jokes today, aren't you? What makes you think he would read it? Even then, what good could it do?

B: Well, if you do nothing, then you can certainly hope for nothing. On the other hand, you could give it a try.

A: Maybe in my next life.

B: I know that you're depressed about the educational situation here. You want to put your knowledge and experience to good use; you want to educate your students holistically and humanistically; you want to apply all the things you learned on your MA course.

A: Of course. We all want to do our best for the students. But you know how things are.

B: Is there no alternative? Pardon my quoting at you, but “the ideal of *hongik-ingan* (“contributing to the

overall benefit of humankind) has always been at the heart of Korean education, and the well-educated person is even now defined in official curriculum-policy documents in terms of holistic development, creative ability based on knowledge and skills, and ethical contribution to the community”.

A: Yes, that's all very well. Policy-makers who spout this stuff don't have to work in the classroom. They just drink green tea and dream up ways of making life more difficult for us.

B: I wonder. Have we actually tried to realise such goals? After all, if the Ministry puts these goals on the website, they can't criticise us for trying to achieve them.

A: What do you mean?

B: I'm going to try something out. I'm going to use alternative assessment in my classes, and see what happens.

A: Why alternative assessment? We have enough work to do as it is.

B: Well, I read that self-assessment, peer-assessment, portfolios, learner journals, etc. are effective because they involve the students in the process of learning. In addition to enhanced awareness of the learning process, they can mean less work for the teacher?

A: Really? Less work?

B: No kidding. For example. If you involve students in making classroom tests (not final tests, just the weekly ones), then they start thinking about why we have tests, and they get very good at preparing tests based on the materials studied in class.

A: How does that help us?

B: First of all, the students make the tests, and we get more time to do other things. But in the process of test-making, the cognitive wheels start turning, and students become more aware of the learning process. When you ask them to mark each other's tests and to talk about the whole thing afterwards, they really start taking an interest in what happens in class.

A: I know you're just trying to cheer me up, but how can you be sure that it works?

B: Well, studies have been done in America, and they came up with very

New Column: Research Acts

This column is about EFL research in Korea. For the first few issues, it will focus on the "Why" and "How" of research, since it is often misrepresented as a solely academic endeavor. In fact it can be the lifeblood of our classes. Every act of reflection, of questioning, of investigation, of frustration and inquiry, is an elementary form of research that can lead to an improved learning environment - the ultimate goal of the teacher.

interesting results. Did you know that students are more reliable than teachers in giving scores?

A: Now I know you're pulling my leg. They'd all cheat.

B: The research is there, but it hasn't been done in Korea. Researchers found that alternative assessment actually gave students a chance to take responsibility for their learning, they developed affectively as well as cognitively, and their attitudes towards learning improved as a result of taking part in the study. I wonder. ... If I used the same research method, and tried out peer-assessment on my own students ...

A: You'd have a lot of work for nothing.

B: Come on, give me a break. Let's do it. You can look after the control group classes, and I'll use peer-assessment in mine. We'll be teaching the same units from the same textbooks, and we'll both keep a journal of what happens in class. There won't be much effort involved for you.

A: And then?

B: Then we send the results to TEC or KOTESOL Journal, and they will review them.

A: What makes you think that anyone will read about our efforts?

B: You'd be surprised. Imagine those professors of yours sitting in their offices in the US and Canada. All they know about is ESL. Maybe they've heard of Korea, but they haven't read about education here, because very little has been internationally published.

A: And ?

B: And here you are, teaching lots of EFL classes, swimming in the sort of data that those professors would love to hear about. Even if all you did was to make a journal of the events of each day and of your thoughts about them, you would be giving people a chance to access information that they can't find at present.

A: But

B: And writing a journal is a good experience in itself, since you find out lots about yourself as a teacher.

A: You're determined to get me started on this.

B: Look at yourself. You have no trust or belief in yourself. You are doing things in the classroom that other people should know about. I understand how much work you put

in, and how worried you are about the outdated books and methodologies we have to use. What makes you think that you have nothing important to say?

A: OK. Sign me up. When do we start?

These two teachers have started on the road to research. It doesn't have to be excessively erudite, and they don't need to read every book in the world before they start. Research begins with identification of a problem, and with ideas about that problem. The problem might not be solved by the research, but then this is also valuable information. The fact that "such-and-such" an approach did not produce the desired results is important information for everyone. All research grows on the shoulders of previous research.

There is very little research that is written in English about Korea, so that international ideas about Korean education tend to be mythical and based on individual prejudice. Have you heard the old joke about Korean students not being able to speak in class? It is only in the past few years that people have been looking into these anecdotal assumptions and coming up with findings that say the opposite. The same is true about the communicative classroom. Various commentators have written that Korean students don't like student-centred methods, because they can't cope with them. As in the game of "Chinese Whispers", such rumours become accepted truths, and sweeping generalizations offer easy excuses for "communicative" classes which are "more of the same in a different package". How often have EFL practitioners in Korea found that their students in fact love being creative, responsible, active participants in the learning process? This is the sort of area that needs our input, to clear up the old myths and to document the rapidly changing face of education in Korea.

We are "on the ground floor"; we are there in the classroom, dealing with situations that other people write about, often in error. We see the reality of the situation every day, and we have an opportunity and a responsibility to tell our international colleagues about this reality.

Take a look at yourself; take a look at your classroom; take a look at your students. What happens in your lessons? What restrictions do you have to work with? What deadlines do you have to meet? What qualifications do the students have to acquire? What testing methods are used? Are they imposed from outside? What are the motivations of your students? What are the attitudes of your students towards learning? What are your own attitudes to learning and teaching?

These questions are all potential action-research topics. Pick up a pen (or a keyboard) and a diary now, and start making notes. Keep making them, and when the semester (or school term) finishes, write an introduction and a conclusion, and ask a colleague to read them. Finally, put them in an envelope and send them to one of the journals in Asia.

Good luck!

The Author

Dr. Andrew Finch, currently assistant professor of English Education at Kyungpook National University, Korea, was born in Wales and educated in England (MA music), where he had various teaching positions before going to Korea in 1988. He lectured in Hong Kong at the Polytechnic University from 1994 to 1996 and 2001, and received his PhD in Program Evaluation from Manchester University. Andrew has co-authored three task-based Conversation-English books, which incorporate alternative assessment in a learner-centered holistic approach, and which are available online at <http://www.finchpark.com/books>. Email: aef@knu.ac.kr

Film 1

Now our spotlight goes to Paul Mead working for two years now at Dongju College, Goejong Dong, Busan, in the Tourism and Hotel Management Department teaching English Conversation.



He began his teaching life in Korea at a Busan hagwon.

Paul was born in the Solomon Islands, raised in New Zealand by New Zealand parents. He says,

“My father was and is very Edwardian in manner, loves and lives life fully at nearly 80 years old. My mother was a middle class New Zealander. I was brought up on a farm during my primary school years. If there is a home place that I could name, it is Takaka, Golden Bay. I went barefoot to school during the summer, played rugby every spare moment that I could escape the 55-plus size class and was entirely confused by the girls in my class. Farm life was a wonderful dream. It rained nearly every day, there was native bird life and Christmas was hot, full of flowers and haymaking. In our mildly anti-American household, I somehow managed to watch many North American television shows. I absolutely loved them. I think it was then that I developed an interest in phonology. I moved to an expensive boarding school where my fellow students couldn't understand a word I said.”

Mr. Mead received his academic education from the University of Otago, Dunedin, New Zealand where he majored in French and Mandarin. Adding that he has thus far received life education from being married, from having a teenage daughter, from having worked in business for 20-plus years and from his immediate family.

Being involved now with KOTESOL for two years, first as someone who almost never attended meetings, then as president of Busan Chapter, he was just elected at the annual conference as 2nd vice-president on the national level.

Mr. Mead's teaching philosophy and styles are notable. He thinks Korean students are accustomed to lots of structure in and out of school, so he tries to avoid offering them too many choices or asking them to be creative in a Western sense. He avoids loud enunciation in class, and is experimenting with multi-level teaching and has students call him Professor Mead. He continues with, “I like my students very much, but I avoid being friends with them. My observation is that all my students are well behaved if they are aware of the rules that I set. I think that it is important to set rules firmly at the beginning of the semester. I focus on revising basics even with high performing students as I find it normal that some students with a high acquisition level may still not have automated subject verb agreements, for example.”

For the future Professor Mead wants to expand the horizon for KOTESOL. “For me”, he says, “education means education for life, so I would like to see KOTESOL mirroring the diversity of life as we know it.” He also wants to finish an M.A. in Applied Linguistics and move to a Ph.D.

Membership Spotlight

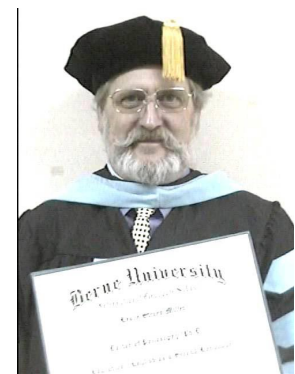
edited by
Jerry Foley

For hobbies and extracurricular activities Paul plays the piano. Beethoven sonatas are his favorites. He also likes investigating things phonological, for example the TELSUR project being run under the auspices of Pennsylvania State University. Then he likes to daydream alot. His travel experiences include Korea and China.

Professor Mead comments further that he is very interested in Confucianism and how it compares with Western thought. He is interested in this particularly from a teaching perspective. He is aware that there is too much struggle in his teaching and that this possibly comes from the deep-rooted differences in thought between him and his students. He would like to investigate this further, and would also like to bring the differences between Confucianism and Westernism into the collective awareness of KOTESOL.

Congratulations Dr. Miller!

Les Miller's teaching background is wide and varied. At one time or another he has taught physics and mathematics at a community college; developed programs for developmentally disabled adults; coordinated religious education programs for junior and senior high school youth, young adults and adults; and taught ESL in a junior/senior high school and at a community college. His dissertation was received from Berne University in July 2001 in the field of Education. The topic: *Needs analysis and program evaluation in an English language conversation program in a South Korean university.*



The ENGLISH CONNECTION

... needs proofreaders, layout artists, writers, backseat drivers, and innocent bystanders. If you want to participate in production or just provide valuable feedback, contact Trevor Gulliver (managing editor) at kotesolpubs@yahoo.com

Food Fiascos and Folk Etymology

Wine, words, and, well, food, are my weaknesses. Unfortunately, this tricky trio intimates culinary chaos: I often stop, musing mid-stir at the stove, and dash

Word Whys

by Terri-Jo Everest

dictionary-wards on a food forage. Where's the "cock", let alone "tail", in *cocktail*, the "mush" in *mushroom*, and "sock" or "eye" in *sockeye* salmon? Gourmet goosechases equal burnt, forgotten fare but the failed chef usually emerges somewhat sager on the folk etymology front. Folk (or popular) etymology may entail imaginative stories explaining words' origins, or, second, the process whereby (loan)words are changed by the laity or learned to better fit the (host) language's phonotactic patterns and resemble more familiar words. The following English menu includes both.

Let's be naughty: dessert first. The *butterscotch sundae* may have been a Sunday-only treat, but is "butterless" and not necessarily Scottish. Some argue this "scotch" comes from Latin "cocca" (notch). Apparently crisscrosses on the original candy facilitated breaking it. Equally nonsensical is the *donut*, a compound more digestible as orthographically older *doughnut* (nut-shaped dough). Fancy a more Korean dessert, non-fattening fruit? *Apricot*, concealing Arabic article "al", may owe its form to Latin "apricum" (sunny place) as considered "precocious", early-ripening.

Next, some fishy and meaty main dishes. *Crayfish* (crawfish) was cooked up from Old French "crevis": taxonomically and etymologically, however, it is more crab than fish. In things Germanic, we have less-than-lean *spareribs*, representing metathesised Low German "ribbesper", then pickled pork ribs. Ever-popular too is the prolific, toponymic *hamburger*, originally anyone/anything from Hamburg. With "ham-" reanalysed as a Spam equivalent, "(-)burger" multiplied

morphemically: chew on "bacon-", "cheese-", "chicken-", "veggie-", "kimchi-" or "kalbi-".

Finally, a few starters. A deceptively avian soup is *sparrow grass*, none other than corrupted, semantically opaque *asparagus* (from Greek). Another special is *Jerusalem artichoke*, an American sunflower with artichoke-flavoured roots whose origins were confused by Italian "girasole" (sunflower). Last, *avocado*, guacamole's main ingredient, denoted testicles (so Webster's) and the aphrodisiac, pear-shaped fruit itself in Nahuatl, the Aztec language. Borrowed into Spanish, the term was, further, perplexingly paired with Spanish "abogado" (lawyer); in turn, English inherited *avocado*, invented synonymous *alligator pear*.

Insatiable? Leftover *potluck* samples are *sweetbread*, *sirloin*, *sandwich*, *posh*, *penthouse*, *mistletoe*, *kitty-corner*, *island*, *humble pie*, *hotdog*, *gyp*, *gringo*, *gook*, *frankfurter*, *female*, *eggnog*, *crapper*, *cockroach*, *chestnut*, *catsup*, *bridegroom*, and more. Eat, drink, and be merrily word-wary, prescribes the descriptive dietician: always season with a grain of salt.

Half (and full-) baked ideas are welcomed: teverest@hotmail.com

Jobs: For Better or for Worse

The good news is there seems to be no shortage of jobs for English teachers in this country. The bad news is that there are reasons for that.

Web Wheres

by Trevor Gulliver

Finding jobs is easy. There are a number of sites with links to jobs. *The Pusanweb Classifieds* has many job offers from recruiters or hakwon (private academies), but a few from universities. Find it at: <http://pusanweb.com/wwwboard/classifieds.html>. *The Korean Job Post* (<http://members3.boardhost.com/postjob/>) seems to be pretty active and frequently updated. But, there were only a few universities advertising and nothing that I hadn't already

seen at Dave's ESL Café. (<http://www.eslcafe.com/jobs/korea/>).

Once you've read a post on Dave's, if you're really interested in one of the jobs, you can jump over to the *Korean Job Discussion Forum* and get the gossip. Of course, that's all it is – gossip. Still, the right gossip might help you to know what questions to ask during the interview. Find it at: <http://eslcafe.com/korea/>

For better or for worse, complaints about Korean employers have been given a semi-permanent home on the web. There are a number of 'blacklists' that post information that is admittedly unverified and unverifiable. Again, take everything that you read with a grain of salt but it might be worth visiting the best blacklist I've found (<http://seamonkey.ed.asu.edu/~jonb/blacklisted.html>). There's also the *Graylist Database* at <http://www.geocities.com/koreagraylist/Database.html>. At the very least, these two

sites are more terrifying than anything by the likes of Steven King or Clive Barker. Really scary stuff!

For a general overview of teaching in Korea visit the *United States Embassy in Seoul's* guide to *Teaching English in Korea*. It seems fairly informative, especially for a newcomer to the country. It is a site worth recommending to that college friend who is thinking of coming over. Find it at: <http://usembassy.state.gov/seoul/www3550.html>. There are times, however, when even the sole remaining superpower can't help you (visit http://seamonkey.ed.asu.edu/~jonb/warning_letter.html if you don't believe me).

An amazingly similar site is made available by the *Canadian Department of Foreign Affairs and International Trade*. The Canadian site has more detailed information in some places, but otherwise the resemblances are startling. See: <http://voyage.dfait-maeci.gc.ca/Consular-e/Publications/korea-e.htm>

Send your favorite **Korean government** links to trevorgulliver@netscape.net

The 10th Korea TESOL International Conference
Crossroads: Generational Change in ELT in Asia
October 5 - 6, 2002
Seoul, Korea

Call for Papers

There has been a shift in theory, methodology, and classroom procedure in ELT classrooms during the past decade. The effects of this shift have been felt all over the world, especially in Asia, and in Korea in particular. Now is a good time to examine the changes that have occurred, to see what has (and has not) worked, and to determine the direction in which ELT should continue.

Therefore, for its tenth International Conference, **The Korea TESOL Conference Committee** invites presentation proposals in the following English Language Teaching (ELT) areas, dealing particularly with change and innovation, in an Asian context:

- Elementary Education
- Secondary Education
- Adult Education
- Learning strategies and learning styles
- Action research/classroom based research
- Music, Art, and Literature in the EFL classroom
- Video in the classroom
- Cross cultural teaching methodologies and approaches
- Global and environmental education
- Trends in second language acquisition/applied linguistics
- Testing and evaluation techniques
- Alternative approaches and methodologies
- Teaching techniques for mono-lingual classrooms
- Course and curriculum development
- Issues in language and literacy
- Teaching in under-resourced environments
- English for specific purposes (ESP)
- Computer Assisted (CALL) or Multimedia Assisted (MALL) Language Learning
- Socio-linguistics in the classroom
- Teacher training and development
- On-going research
- Other relevant areas of EFL and foreign language teaching

The closing date for the receipt of abstracts and biographical data is June 15, 2002. **THIS DEADLINE WILL NOT BE EXTENDED.** See below for Presentation Proposal form.

PLEASE NOTE: *It is now the policy of Korea TESOL that all non-commercial presenters at the Korea TESOL International Conference be members of Korea TESOL at the time of the Conference.*

Check the KOTESOL web page for updates:

www.kotesol.org

2002 Korea TESOL International Conference *Crossroads: Generational Change in ELT in Asia*

October 5 - 6, 2002

Seoul, Korea

Presentation Proposal

Please follow the instructions below or you will be required to resubmit information:

1. Do **NOT** fax any documents. Submissions must be received by **June 15th, 2002**. THIS DEADLINE WILL NOT BE EXTENDED.
2. Submit **2 copies** of your abstract on separate sheets of paper, one copy **with** your name and affiliation, and one copy **with no** names and no affiliations.
3. **Proposal titles are limited to 9 words in length.**
4. Abstracts should **not exceed 150 words** and will be used in the program, so please edit carefully.
5. Biographical data should be **not exceed 100 words** per presenter and should be in the *third person*.
6. Use separate sheets for your biographical data and abstract.
7. Only e-mailed proposals will be accepted. Please send in the body of the e-mail OR as an .RTF attachment.
8. Please email to: kotesol_conf@yahoo.com

Please include the following information with your submission

Presentation title: _____

Length: _____ 25 minutes _____ 50 minutes _____ 80 minutes

Type: _____ paper _____ workshop _____ panel _____ colloquium _____ poster

Number of presenters: _____

Equipment: _____ OHP _____ VCR _____ Cassette _____ Computer (Windows/PC)

** Please note: Requests for multi-media equipment will be charged a rental fee.

Category of presentation (see other side for categories): _____

Presentation time preferences (please mark at least 2 choices)

_____ Saturday, Oct 5, 9 am – 12 noon _____ Saturday, Oct 5, 1 pm - 6 pm

_____ Sunday, Oct 6, 9 am – 12 noon _____ Sunday, Oct 6, 1 pm - 4 pm

Name _____

Affiliation (Work) _____

Mailing Address _____

E-mail(s): _____

Work fax: _____ Work phone: _____

Home fax: _____ Home phone: _____

Are you, at present, a member of Korea TESOL? _____ Yes _____ No

Please direct any questions or concerns to ...
KOTESOL Conference Program Committee
Professor Gerry Lassche, Chairman
<glassche@yahoo.ca>
Ajou University, Graduate School of Education
(TESOL)
+82 31 219 1793 (office)
Suwon, Republic of Korea

Sharing Case Studies About Asian Countries

The third in a series of Pan Asian conferences brought together an estimated 1,800 language teachers from 20 countries in Asia and further abroad. The ten main speakers shared their research and stories from their experience as teachers based in Korea, Japan, Thailand, Taiwan, England, Hong Kong, Australia, America and they debated issues relating to the Asian region. Prior to the fourth PAC—to be held Nov. 8-10, 2002 in Taipei—this Pan Asia column seeks to publish articles that continue the debate and open the discussion even wider to include the voices of teachers based in other countries in Asia for our readership of teachers based here in Korea.

The scope of the Pacific East Asian region comprises some 21 Asian countries: the Republic of Korea, Japan, Hong Kong, the People's Republic of China, Taiwan, Thailand, the Lao People's Democratic Republic, the Philippines, Vietnam, Indonesia, Malaysia, Myanmar, Papua New Guinea, Singapore, Australia, New Zealand, and the Pacific Islands: Fiji, Micronesia, Tonga, and the Cook, Solomon and Marshall Islands. The Far Eastern region of Russia, notably the city of Vladivostok is also an important part of the region and previous Pan Asia columns have introduced English education programs from there. To the west, Bangladesh, Sri Lanka, Nepal, India and Pakistan all have interesting English-teaching opportunities and teachers there have many interesting stories to share with language teachers in KOTESOL.

The education programs in these countries differ in terms of the level at which English is introduced and teacher education programs. Country-by-country comparisons are available for the performance of students on tests such as TOEIC and TOEFL and a nation-by-nation comparison of the characteristics of classroom teaching and learning, relevant government policies and initiatives, current issues and debates, and employment prospects could provide valuable insight for our teaching profession.

The United States serves as the primary foreign absorber of Asia's productive output and the primary provider of English-language technology and labor. The European Economic Community, and most notably Britain also do substantial amounts of trade

in the region and correspondingly British English is a recognized standard for communication and many textbooks.

While Japan on its own, and Asian countries combined, are important purchasing powers for individual countries in Asia to sell to, the amount of trade done with the US means much business is carried out in English. Until recently— notably minister of education conferences in Singapore (SEAMEO), APEC and G-8 education ministerial meetings, AILA and PAC conferences— there had been little sharing of English-language research between teachers of Asian countries. Inter-regional trade and cooperation now accounts for 40% of the entire trade of East Asia.

Continued economic growth in China could weigh this balance to more than half. Mandarin Chinese, with 844 million native speakers is the dominant first language in China but still must compete with English as the foreign language used for trade. China's open door policy, the increasing number of students it sends overseas for training, and its goal of hosting major international events such as the Olympics means it may drive English language education. China has over 250 million EFL students, similar to the population of the US.

In Australia and New Zealand, national varieties of English are primarily taught as a second language (ESL) to immigrants and native speakers of other languages for communication with the Anglophone majority. New immigrant non-native English speakers (NNES) in Australia also use English to speak with other non-native speakers.

The multilingual nations of Malaysia, Singapore, Hong Kong and the Philippines have developed unique, institutionalized forms of English, referred to as *English as an Additional Language* rather than *English as a Foreign Language* countries such as Korea, Japan, Indonesia and Thailand.

Consideration of who our students are currently speaking English to also needs analysis. In the past century most English speech was directed from individual countries in Asia toward centers in America and Britain. Regional communication between Asian countries proceeded through translation of local languages. As inter-Asian economic trade and the use of English grew, these

dominant bipolar axes migrated to multi-nodal communication between Asian countries. By my count, there are approximately 360 million native speakers of English (summation of the

Pan Asia

edited by
David McMurray

population of countries where English is spoken as a native language). By estimating the number of non-native speakers of English in main land China and India, one can quickly conclude that non-native speakers far outnumber native speakers of English. Because of geography, and because no language is as widely spoken as English between peoples of different countries it can be reasoned that non-native speakers come into contact with each other more often than they do with native speakers. This implies that students need to learn skills to help them to communicate with other EFL speakers.

In my classroom in Japan for example a dramatic shift in demographics has occurred. Where once homogeneous EFL classes composed of Japanese students were the norm, now they are interspersed with students from Asia just like ESL classes in America and Britain have been for years. Borrowing ESL teaching models and textbooks is not an appropriate solution to meet my students needs however, because when EFL learners leave the classroom they do not come face-to-face with American or British English and culture; rather they are encountering Asian and English soundscapes (the wide variety of English that can be heard in a particular place or region). Students are more likely to communicate on campus, via email and telephones with other non-native speakers of English than to native speakers of English.

Contributors to upcoming Pan Asia columns are very welcome to assess the changing role of English in government, economics, trade and education in the region as a whole, by comparing two countries or by focussing upon one. Proposals for Pan Asia articles of up to 900 words may be submitted directly to the column editor David McMurray by email <mcmurray@int.iuk.ac.jp.>

Taiwan, English Teaching & New Eyes

by Brian Heldenbrand

Has there ever been a time in your life when you were given the chance to do something for the first time or somewhat different from your usual daily routine? In your mind there might have been some apprehension or legitimate concern as to whether you were able to handle the responsibilities that came with the work. Well, KOTESOL allowed me this opportunity by sending me as a representative to the 10th International Symposium and Book Fair on English Teaching in Taipei, Taiwan on November 16-18, 2001. Although it was my first time to serve as an international representative for KOTESOL, I was eager to experience another conference environment, other than the regional or international conferences in Korea. The English Teacher's Association of the Republic of China (ETA-ROC) was definitely an eye-opening experience that I will remember for quite some time.

The conference was held at the Chien Tan Overseas Youth Activity Center, which will also serve as the venue for PAC4 on November 8-10, 2002. I was met at the door by Andy Leung, the president of ETA-ROC. He escorted me to my room and expressed warm words of welcome. After unpacking, I made my way downstairs to take a look around the facility to familiarize myself with the area. At this time, I met Johanna Katchen, one of the founding members of ETA-ROC in 1992. After meeting Johanna, I was certain that I had little to be concerned about regarding the activities of the conference since she seemed to know every detail and activity of the event like the back of her hand. We talked for a few minutes and then I noticed three men strolling toward us. These men began talking quite naturally with Johanna and I simply stood observing their discussion. Johanna introduced me to each of the men and we shook hands. It was at this time, I realized that I was in the presence of some dignitaries in the field of English language education. These men were Ramesh Krishnamurthy from Birmingham University, UK, Adrian Underhill, president of IATEFL, UK and Stephen

Krashen, from the University of Southern California, USA. I was familiar with all of their names and kept saying the name Krashen over and over in my head. At first, I thought it was just someone else with the same last name, but soon realized it was the "real" Krashen. I suddenly felt quite small, but realized I was in the midst of excellence in the field of EFL/ESL. Adrian Underhill invited everyone up to his room for some tea and conversation. I accepted his invitation and was given a once in a lifetime opportunity to sit in a room and have conversation with these well-known authors and speakers in English learning. I sat quietly, but was in-tune to everything which was mentioned. It was only one hour of my experience in Taiwan, but it will certainly be an hour worth remembering in my life. And the best part was that the conference had not even begun.

The theme for the conference was *ELT in Taiwan: Retrospect and Prospect* and attempted to look back at the last ten years of existence and also look forward into its future. This was done by having over 240 presenters for their conference, covering various areas within ESL/EFL. ETA-ROC invited many outstanding speakers for their three-day conference.

As the name of the conference states, this event was also for the purpose of sharing ELT materials and also new technology in ELT and computer learning. Publishers had over 80 booths set up around the facility for selling and introducing textbooks and teaching/learning materials for all ages and levels. I learned that each year the number of interested publishers and bookstores who come to the conference continues to increase. Great news to hear for a conference.

ETA-ROC seems to do a great job in advertising their conference throughout Taiwan. This year, they received almost 1800 pre-registrations for the event and concluded with more than 2000 attendees at the conference; an excellent turnout for any conference. They hope this year's conference will be a good stepping stone

for their holding of PAC4 on November 8-10, 2002 at the same venue. The theme for PAC4 is *ELT in Asian Contexts: Four PC's in the 21st Century*. For those interested in specific information about the event, the web-page address for PAC4 can be found at <http://mx.nthu.edu.tw/~katchen/pac4.htm>. It should be another great conference for ETA-ROC.

Personally, I had the opportunity to hear three of the invited speakers at the conference and was greatly impressed with how they spoke and used their stories to clarify point after point. Dr. Neil Anderson, the president of TESL spoke on *Developing Metacognitive Skills in Foreign Language Learners*. The next speaker which I was able to hear was Dr. Stephen Krashen from the University of Southern California, USA; Yes, THE Stephen Krashen of "I+1 and the lowering of affective filters in learners." He spoke on the benefits of free voluntary reading for students. Finally, I was invited to a special lecture by H. Douglas Brown from San Francisco State University, USA. Dr. Brown was promoting his new textbook, *Strategies for Success: A Practical Guide to Learning English*, but the presentation had no focus toward selling his book. Instead, he gave us some interesting comments for better evaluating our students in order to lead them to pursue learning by themselves.

After Dr. Brown's lecture, a special dinner was provided for invited speakers and international guests at the Landmark Club in the city area. The dinner was hosted Mr. Paul Chen, the president of Caves Books Ltd., a long-standing supporter of ETA-ROC. At the dinner, I had the opportunity of meeting Curtis Kelly from Heian Jogakuin University in Japan. I remembered his name from Cambridge Day in Korea a month prior and had a nice conversation with him. He was greatly impressed with Korea and was interested in returning to Korea to speak. I felt my heart jump because I had been thinking about the need for a speaker at the Jeolla regional conference on April 13, 2002 at Chosun University. Since our meeting that evening, I have been in conversation with him and others in order to invite him to the province of Jeolla for a few days. Isn't it interesting how a short five-minute conversation can turn into something much grander?

continued on page 21

PAC3 at JALT2001

By Kirsten Reitan

The quality of all three Pan Asia Conferences has been impressive. In January 1997, Thailand hosted the first Pan Asia Conference in Bangkok, and it was an eye-opening experience for me. Two years later I found myself drawn into the PAC dream as program chair for PAC2, hosted by Korea TESOL in October 1999. On November 22, 2001 the PAC dream continued in Japan. The Japanese Association of Language Teachers (JALT) hosted PAC3 in Kitakyushu, Japan.

Thursday, November 22nd involved featured speaker workshops in the morning and the afternoon. Unfortunately, due to fog at Incheon airport, I was not able to participate in any of the featured speaker workshops. Several of the featured speakers are also familiar names at KOTESOL: Leo Jones, Steven Gershon, and Michael Rundell. One of the nice things about the featured speaker workshops was the inclusion of An Nguyen thi Hoai from Vietnam and Fakrul Alam from Bangladesh. This added a truly Pan Asia feel to the line-up. Thursday night, the city of Kitakyushu hosted a welcome banquet for all the featured speakers, international guests and presenters. It was a nice opportunity to meet presenters from around the world and to informally talk to well-known speakers such as Adrian Underhill and Tessa Woodward.

While talking to Adrian Underwood, currently serving as IATEFL president, I had the chance to renew KOTESOL's partnership ties with IATEFL (International Association of Teachers of English as a Foreign Language). For the first time in over 4 years, we will be sending someone to IATEFL's conference this coming March. You can look forward to

our 1st Vice-President Woo Sang Do's report on IATEFL in the May issue of TEC. In addition, I talked to Tessa Woodward about the possibility of being a plenary speaker at the 2003 KOTESOL conference. Tessa Woodward has one of the most personable, accessible, and practical presentation styles I have ever seen in a plenary speaker. If we are fortunate enough to get her as plenary speaker, KOTESOL conference goers are in for a treat.

Friday afternoon marked the opening ceremonies of PAC3 with a rousing performance by the Kitakyushu City Brass Band. During their performance, the audience was treated to a multimedia video presentation showing images and reflections on the PAC series. A number of KOTESOL volunteers, including Jerry Foley and myself, passed out the first PAC Journal to all the opening ceremony attendees. For those of you who don't know, KOTESOL sponsored and produced the first issue of the PAC Journal. After the opening ceremony speeches, KOTESOL kicked off the plenary sessions with a talk by Dr. Han Sangho, past KOTESOL president, and Robert Dickey, current KOTESOL president. Dr. Park Joo-Kyung, another past KOTESOL president, served as the moderator for the opening plenary. The title of their session was "Collaborations in Foreign Language Medium Instruction" which focused on an innovative program at Kyongju University, where core subject classes were offered in English and Japanese. A number of other KOTESOL people gave presentations at PAC3, including Gerry Lassche, Jerry Foley, Andrew Finch, Dr. Hyun Taeduck, Doug Margolis, Kirsten Reitan, and Park Jookyung. Altogether there were over 500 presentations over three days.

Over the next few days, I attended both formal and informal meetings on the future of PAC. PAC4 will be hosted by ETA-ROC (English Teachers; Association – Republic of China) on November 8 – 10, 2002 in Taipei, Taiwan. The formal PAC session on Sunday morning included a power point presentation by Johanna Katchen, PAC4 Chair, on the site for PAC4. In addition, the original four PAC partners (Thailand, Japan, Korea, and Taiwan) welcomed Russia into the PAC partnership. FEELTA (Far Eastern English Language Teaching Association) based in Vladivostok has proposed hosting PAC5. A final decision on the location and dates of PAC5 have not yet been made.

The responsibilities of a KOTESOL representative at an international conference go beyond attending meetings, finding potential plenary speakers for conferences, and networking with our international partners. I also had to set up and maintain a display table on KOTESOL and facilitate an informational session on KOTESOL. I have to thank Roger Fusselman of the Pusan chapter and Dr. Han Sangho for their assistance in facilitating the session. Other responsibilities of the representative include forging links and associations for KOTESOL. Often reps. bring back very good ideas and lessons that improve KOTESOL organizationally. They also help to solidify our academic and research ties with other organizations and individuals, to facilitate teacher development and education in Korea through attending presentations and sharing the information learned, and finally to spread the word about KOTESOL and its mission. PAC4 gave me the opportunity to serve KOTESOL in many of these capacities, but due to space limitations I only shared the highlights with you. If you'd like to know more, contact me at kotesolkirsten@yahoo.com.

Taiwan, English Teaching & New Eyes

continued from page 20

Well, I should wrap it up, but all I can say is that this was an exhilarating four days and well-worth the time. I want to thank ETA-ROC and its officers for providing my accommodations, meals and excellent opportunities to grow in my involvement with ESL/EFL. Also, I want to thank KOTESOL for trusting me as their representative for

attending this conference. It was one of my most memorable experiences of 2001 and probably my greatest time spent in an ELT environment. Thank you for allowing me to participate in this conference which has provided me with a new perspective toward teaching and new eyes to see the future of ESL/EFL in Asia.

BUSAN

by Paul Mead

At our November meeting, Steve Garrigues of Kyongbuk National University gave an excellent presentation of ways to use song

What's Up in KOTESOL

edited by Michael Duffy

lyrics to encourage learners to experiment with and to delve deeper into meanings inherent in well written poetry. As an example he used the Eagles' *Hotel California*, a song particularly rich in cultural references.

At the same meeting, we held a cross-cultural symposium. As far as I know, this was a first in more than one way, with a Korean-Canadian married couple leading the symposium together. Jim and Sunmi Corbett fielded questions about cross-cultural issues in their marriage, and, from this, we were able to explore a few issues in cross-culturalism that affect us as native speakers. As a chapter we intend to develop the investigation of cross-culturalism as it affects the classroom and work environment, and there will be a further symposium at our January meeting. This is a very rich area for both the Korean and Western teacher. The Korean teacher must try to impart Western notions that are conveyed by the English language, and the Western teacher must try to understand the kind of behavior that he or she encounters in the Korean classroom.

At the Christmas party on December 15, turnout was low, but a good time was had by all who attended. We look forward to more good times in 2002.

JEOLLA

by Adam Lee

March's monthly meeting will be held shortly after the new semester begins,

Saturday the 9th, at Jeonju University. Paula Bass from Howon University and Douglas Margolis representing KTT (KOTESOL Teacher Training) will be giving presentations at the meeting, which will begin at 2:30 PM.

Preparations for the Jeolla KOTESOL 2002 Regional Conference are already well under way. It will be held again this year on the Student Hall on the Chosun University campus in Gwangju on Saturday, April 13th. Please note the Call for Papers also printed in this issue of TEC. If you are interested in giving a presentation or leading a workshop this year, be sure to submit your application as early as possible.

Elections for chapter executive officers were held in November, exclusively via e-mail for the first time in chapter history. New officers for 2002 are Vice-President Phil Owen (Kunsan National University), Treasurer Tammy Heldenbrand (Jeonju University), Membership Coordinator Jung You-jin (Jeonju University) and Webmaster Dan Armfeldt (LG Chemical in Yosu). Brian Heldenbrand and Adam Lee were reelected to continue as president and secretary. Jeolla KOTESOL is deeply grateful to former officers Joseph Nicholas and Tammy Park for their years of service and hard work on the local executive board.

DAEJEON

by Kevin Parent

The Daejeon chapter's Christmas was a great success. Thanks to everyone who came and made it so wonderful! We will be down for January and probably February as the academic terms are finished and many teachers are heading home for the holidays. We are, however, looking for volunteers for the Drama Festival that will be just around the corner. Anyone interested in helping out is asked to contact Kevin Parent at ksparent@yahoo.com. Finally, happy holidays to all, and see you when school starts back up.

For more information on your chapter's activities contact the chapter executives (contact info page 26 of this issue) or visit your chapter's website (www.kotesol.org).

KTT

by Douglas Margolis

KTT jumps into the new year with excitement! Stephanie Downey stepped forward to co-coordinate KTT and ensure that 2002 becomes the year of high quality training events. She plans to recruit more trainers, focus on better meeting teacher needs, and improve presentation quality. Hats off to her dedication and volunteer spirit.

In line with meeting these goals, Stephanie is initiating a teacher survey project to collect data regarding teacher training needs. This research project will help KOTESOL develop a more focused picture of English teachers and their teaching situation in Korea.

In addition, KTT welcomes new presenter James Ranalli, who teaches at Yonsei University's Institute of Language Research and Education. He holds the RSA Diploma in Teaching English as a Foreign Language to Adults and works as a trainer on the RSA certificate and diploma courses. He has a presentation on teaching listening skills which will soon be available at training events near you!

Also this month, check out the KTT *Training Notes* column in the TEC. Dr. Peter Nelson, long time KTT trainer and Chung Ang University professor, provides an introduction to using self-assessment techniques for communicative practice and developing learner autonomy. We must acknowledge our appreciation for yet one more of his contributions to KTT. If you are a writer interested in contributing to *Training Notes*, please contact me for guidelines (see email address below).

By the way, for those new to KOTESOL, KTT stands for KOTESOL Teacher Training. We are a standing committee of volunteer teacher trainers who aim to uphold the KOTESOL mission of improving the teaching and learning of English in Korea by providing training workshops and presentations for teachers. We are always looking for new volunteers interested in developing training materials and presentations. For more information, please contact Stephanie Downey (email: stefdowney@hotmail.com) or me (Douglas Margolis, email: douglas@dsc.ac.kr). We want to meet you!

Tough Questions Asked at the KOTESOL Leadership Retreat

Is KOTESOL a professional association exclusively for trained EFL teachers or a loose coalition of expat/backpackers? Is it a Korean organization which follows Korean cultural norms of how an organization should be run or is it an 'international' organization which, on occasion, flagrantly disregards the rules of organizational etiquette of its host country? Should we concentrate on helping to train EFL teachers or on being advocates for them? These were a few of the tough questions being asked at the KOTESOL Leadership Retreat (LR) on December 15th and 16th.

Held at Hyecheon College in Daejeon, the LR is KOTESOL's continuing effort to develop the leadership skills of its active members. Recognizing that the volunteers of this year are the people most likely to sit on the executive in the future, KOTESOL invests in its future leaders. The LR attempts to develop members awareness of the organization, time management ability, and approach to leadership. Perhaps just as importantly, it is a rare chance to meet other active members in an organization with chapters spread across the country.

The day began with some teamwork/cooperation building exercises which involved building enormous freestanding structures out of a few plastic straws and paper clips. Jeff Lebow followed shortly thereafter with a motivating workshop on the nature of leadership.

Before the day was through, our president Robert Dickey was asking the hard existential questions: 'Who are we?' and 'Where are we going?'. As always the most important question being asked was not 'How do we attract new members?' but, rather 'How do we better serve our current membership?'. The answers may be one and the same.

Jen Lalonde deserves praise for the excellent job she did in organizing this year's LR, and the student volunteers from the Tourism Department of Hyecheon College deserve our thanks.



David Kim introduces the Research SIG.



Participants Answer Tough Questions.



Participants Answer Even Tougher Questions.

SIGs UPDATE

Young Learners, Research, Global Issues and Teacher Development Special Interest Groups now all have their own web sites. These are easy to find under www.kotesol.org. They will be updated regularly. The facilitator of Young Learners SIG, Jake Kimball, would like someone to help him facilitate workshops during the year. Please contact him through the web site e-mail address. The Teacher Development SIG needs an enthusiastic facilitator. Along with Jake Kimball of the Young Learners SIG, David Kim of the Research SIG and Jen Lalonde of Global Issues all have strong visions for the development of their SIGs. 2002 should be a good year!

KOTESOL is an organization run by volunteers.

Conferences, presentations, publications, and the website are all produced by our volunteers. Without you we're nothing.



The Future of KOTESOL

KOTESOL invites you to participate in shaping this growing organization. To get involved with your chapter or a committee see the contact information on pages 26 and 27 of this issue.

Thanks.

Context: Azerbaijan

by *Nabi Ragimov*

Global Contexts

edited by
jen lalonde

Azerbaijan Background

After the USSR collapsed, 15 independent states appeared on its territory. One of those new countries was Azerbaijan, the largest territory in the geopolitically important Caucasus region which links Europe and Asia. It is situated on the west bank of the Caspian Sea with Russia to the north and Iran to the south. It is famous for its oil and caviar. The population is 7,771,000 and the country is 98% Muslim.

Nowadays, it is a little country with both big problems and bright opportunities for the future. Azerbaijan, which has continually been a part of other countries and empires including Rome, the Arabian Caliphate, Persia, Russia, and the USSR recently celebrated its 10th anniversary of independence. This was a very meaningful occasion for its people. Unfortunately, the most terrible problem which this country currently faces is war with its neighbor Armenia over the Nagorno-Karabakh territory. Although the active part of the war ended in 1994 and the countries are in cease-fire, this has not solved the problem. We cannot start living in peace with each other. This conflict has created many other problems which have changed Azerbaijani society. One of the results of the ongoing conflict are some disturbing statistics: 20% of Azerbaijan is currently occupied by Armenia and there is no other country in the world where every 8th citizen is a refugee or IDP (internally displaced person).

Education in Azerbaijan

In spite of these challenges, education in the Azerbaijan Republic is more or less

well developed, possibly because Azerbaijan was a part of the Soviet Empire where there was a strong education system. Children begin their eleven years of schooling at age six. After that, those choosing to go to university have to pass multiple-choice national exams that take place each summer. English is the subject of one of the exams required to enter most universities. This kind of exam is better for students because when you look at the question and four answers, the right answer can come into your head.

The most popular universities in Azerbaijan are Baku State University, Azerbaijan Medical University, University of Foreign Languages, Economics University, and Western University, a private institution. The most popular faculties are Law, International Law, and Economics. This creates another problem in that there are only a few people who are interested in other specialties. It means that we have a large number of lawyers but only a few representatives of other professions, for example, historians.

English in Azerbaijan

English is the language which everybody tries to learn as their first or second foreign language. It is a common language used to speak with foreigners — not only with representatives of English-speaking countries, but also those from other nations. This makes it even more important to learn English as Azerbaijan earns much of its money through oil and business with foreign companies. There are more foreign businessmen in Azerbaijan than in other ex-Soviet states.

English is the first or second foreign language Azerbaijanis learn because of the historical importance of the Russian language. Azerbaijan was first a part of the Russian Empire, then a part of the USSR, during which time Russian was necessary as it had the status of state language. Because it was this, the majority of older people speak only Russian. Consequently, a significant portion of the population speaks Russian. Now, it is not a state language but people haven't forgotten it. Most shopkeepers and average people speak only a little English, but it is better than ten years ago when they spoke no English. For the most part, there are still two foreign languages being

taught in schools from - English and Russian. Foreign language education begins in the first grade and continues to the higher grades.



Nabi Ragimov

However, nobody learns Russian now as actively as they learn English. Children of Azerbaijan start learning English at 5 years of age, sometimes even before going to school. I myself began studying with my first pre-school English teacher when I was 5 years old. About 3 months ago, I was in a Refugee Camp and I went to visit a school for refugee children. The first class which I attended was an English class. People try to give English to their children even in the bad conditions in which these refugees live.

After secondary education, English lessons continue in almost all universities. At this time, most students start studying it harder and harder to pass the various kinds tests like TOEFL or British Council tests, or just for proof that they know English. There are two reasons for this desire to know English. First, they want to find a good job in foreign or Azerbaijani companies or a branch of the government. Or, they want to continue their education abroad, as I was lucky enough to do in the United Kingdom.

More and more people are learning English, but in the future Russian and English will be on the same level. Russia is not far from Azerbaijan and that continues to have an impact.

The Author

Nabi Ragimov is working towards a Master's degree in International Law at Baku State University. He has also studied in the UK. He has visited Iran, Turkey, Russia, the United Arab Emirates, France, Georgia, Australia and Japan. He hopes to encourage knowledge of his country through his travels.

Calendar

edited by
Louie L. Dragut

CONFERENCES

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>, <rgautam@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>

Apr. 13, '02 Jeolla KOTESOL Regional Conference. Real World English: Relevance in the Classroom Place. Chosun University, Gwangju, South Korea. Contact: Brian Heldenbrand (Email) <brianheldenbrand@hotmail.com>

Oct 5-6, '02 The 10th Korea TESOL International Conference Crossroads: Generational Change in ELT in Asia (KOTESOL). Seoul, Korea. Contact: Craig Bartlett, Conference chair (Email) <kotesol2002@yahoo.com>

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>

Mar 25-29 '03 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>

CALL FOR PAPERS

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>

SUBMISSIONS

To post information on job opportunities in the calendar section please contact: Dr. Peter Nelson by Email at <peternel@cau.ac.kr>

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.

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>

TESOL, INC.

ELECTRONIC VILLAGE ONLINE 2002

The CALL Interest Section of TESOL Inc., in conjunction with the EFL Interest Section, is proud to announce its second round of online sessions, including readings, discussions, chats, guest speakers, and task-based activities. If you can't come to the conference, now the conference can come to you!

- You do NOT have to be a member of TESOL
- The EV Online 2002 sessions run for two months, starting on January 25 and ending on March 25, 2002
- Sign-up for the sessions will be via email from January 7 to 24, 2002

For more details, please visit the web site:

http://personalweb.smcvt.edu/gsl520/TESOL/ev_online02_TESOLblast.htm

Who's Where in KOTESOL

NATIONAL OFFICERS & COMMITTEE CHAIRS

Robert J. Dickey, President Kyongju University 42-1
Hyohyun-dong, Kyongju, Kyongbuk 780-712 (H) 055-356-
0968, (W) 054-770-5136, (Email)
<rjdickey@soback.kornet.net>

Dr. Woo Sangdo, 1st Vice President Gongju Nat'l University
of Education, 376 Bonghwang-dong, Kongju, Chungnam
314-711, (W) 041-850-1741, (WF) 041-850-1700, (C) 011-436-
1749, (Email) <woosd@pro.gjue.ac.kr>

Paul Mead, 2nd Vice President Dong Ju College, Kwejong-
dong, Saha-gu, Pusan 604-715 (Cell) 019-463-0582, (F) 051-
201-5420, (Email) <paul_mead@usa.net>

Joseph Nicholas, Secretary Incheon University (Cell) 017-642-
5771, (Email) <josnicholas@yahoo.com>.

Dr. David E. Shaffer, Treasurer Chosun University, College of
Liberal Arts and Sciences, English Language and Literature
Division, 375 Seoseok-dong, Dong-gu, Kwangju 501-759.
(W) 062-230-6917, (WF) 062-232-4704, (H) 062-521-2013,
(Seoul H) 02-323-9152. (Email) <disin@mail.chosun.ac.kr>

James Gongwer, Nominations & Elections Chair (Email)
<gongwer@hotmail.com>

Craig Bartlett, KOTESOL Conference Chair English Educa-
tion Department Chuncheon National University of Educa-
tion (Email) <KOTESOL2002@yahoo.com> or
<craigbartlett@hotmail.com>

Trevor Gulliver, Publications Chair (see info on page 4)

Kirsten Reitan, International Affairs Chair Graduate School
of Pan-Pacific International Studies, Kyung Hee University,
1 Seochun-ri, Kihung-eup, Yongin, Kyunggi 449-701 (W)
031-201-2386, (WF) 031-204-8120, (Email)
<kotesolkirsten@yahoo.com>

John Phillips, Technologies Committee Chair (TechComm)
Fulbright Korea (Cell) 011-9436-4609, (Email)
<phillips@kornet.net>

Dr. Ju Yangdon, Conference Co-Chair Hyecheon College
(Email) <ydju@hcc.ac.kr>

Dr. Andrew Finch, Research Committee Chair Kyungpook
Nat'l University (Email) <aef@finchpark.com>

Hee-Bon Finch-Park, Domestic Relations Committee Chair
(Email) <ptpa2001@hotmail.com>

SEOUL CHAPTER OFFICERS

Kang Myung-Jai, President Yeoo Institute of Technology
(W) 031-880-5316 (C) 019-246-1251 (Email)
<regina@mail.yeoo.ac.kr>

Kevin Landry, Vice president Catholic University (W) 032-340-
3448 (Email) <landry@songsim.cuk.ac.kr>

Tory Thorkelson, Secretary Hanyang University (C) 018-850-
0778 (Email) <thorkor@hotmail.com>

Choi Yoon-kyung, Membership Coordinator (H) 031-840-8953
(Email) <cyk9853@hanmail.com>

Asif Siddiqui, Interim English Beat Editor KAIST and Yonsei
University (C) 016-737-7397 (Email) <as-if@europa.com>

Peter Nelson, Member at large Jungang University (C) 016-
211-53969 (Email) <peterprofessor@hotmail.com>

CHONGJU CHAPTER OFFICERS

Paul Hwang, President Chongju University (Email)
<posang@hotmail.com>

Larry Hoffarth, Vice-president and Webmaster Chongju Uni-
versity (Email) <larr_dog@hotmail.com>

Kim Hye Ran, Treasurer (Email) <knowitall@edunet4u.net>

JEOLLA CHAPTER OFFICERS

Brian Heldenbrand, President Jeonju University, Dept. of En-
glish (W) 063-220-2670 (C) 019-678-2378 (F) 063-224-9920
(Email) <brianheldenbrand@hotmail.com>

Phil Owen, Vice President Kunsan National University, Dept.
of English Language and Literature (W) 063-469-4337 (C)
016-665-6915 (Email) <phil_owen_99@yahoo.com>

Tammy V. Fisher-Heldenbrand, Treasurer Jeonju University,
Dept. of English (W) 063-220-2670 (F) 063-224-9920
(Email) <tvmicah@yahoo.com>

Adam Lee, Secretary Sohae College, Dept. of English (W)
063-460-9320 (Email) <adamlee@hotmail.com>

Youjin Jung, Membership Coordinator Jeonju University
(W) 063-220-2089 (C) 016-685-0754
(Email) <ebbenjin@yahoo.co.kr>

Daniel Armfelt, Webmaster, LG Chemical, English Instructor
(W) 061-680-1531 (H) 061-681-4700
(Email) <darmfelt@yahoo.com>

BUSAN CHAPTER OFFICERS

Ken Fitzpatrick, President (C) 016-9218-2406 (Email)
<kenfitzpatrick@hotmail.com>

Roger Fusselman, 1st Vice President (Email)
<fusselman@hotmail.com>

Kathleen Shaw, Treasurer (W) 051-320 1687 (Email)
<ksdu7111@yahoo.com.au>

Huh Seon-A, Treasurer (C) 018-570-2343 (Email)
<merong93@chollian.net>

Paul Mead, Secretary (W) 051-200-3467 (Email)
<mead@dongju.ac.kr>, <paul_mead@usa.net>

Mike Duffy, Adviser (W) 051-200-7054 (Email)
<duffy@mail.donga.ac.kr>

Terri-Jo Everest, Adviser (W) 051 640-3228 (Email)
<teverest@taejo.pufs.ac.kr>

Sunmi Corbett, Cross-Cultural Understanding (W) 051-756-0722 (Email) <kimsm0463@yahoo.com>
Jim Corbett, Cross-Cultural Understanding (W) 051-756-0722 (Email) <jmcorbettjr@yahoo.com>
John Baker, Webmaster (Email) <pusan88@hotmail.com>
Ken Fitzpatrick, Trainee Webmaster (Email) <kenfitzpatrick@hotmail.com>

Gye hyeng Yu, Membership coordinator Suwon Buk Middle School (Email) <egghead1@kebi.com>
Gerry Lassche, Outreach coordinator Ajou University Graduate School of Education (TESOL), (W) 031-219-1793 (Email) <glassche@yahoo.ca>
Jeomjong Song, Secretary/Treasurer ESL Dept., University of Suwon (Email) <jjsong@mail.suwon.ac.kr>

DAEJEON CHAPTER OFFICERS

Kevin Parent, President Chungnam National University Language Research Institute, 220 Kung-dong, Daejeon 305-764, (H) 042-369-6435, (Cell) 019-9155-9745, (Email) <ksparent@yahoo.com>
Donna Myers, Vice-President Woosong University (W) 042-630-9783, (Cell) 018-402-9344, (Email) <dmmyers10@yahoo.com>
Brian J. Quirk, Treasurer Woosong University (W) 042-625-6922, (Cell) 019-470-5316, (Email) <brianquirk7@hotmail.com>
Sharon Morrison, Communications Coordinator Gongju National Univ. of Education (W) 041-850-1748, (Email) <moroconn@yahoo.com>

DAEGU-GYEONGBUK CHAPTER OFFICERS

Steve Garrigues, President Kyongbuk Nat'l Univ., Dept. of English Language & Lit., Taegu 702-701 (W) 053-950-5129, (Email) <steve@bh.kyungpook.ac.kr>
Lee Kilryoung, Vice President Yeungnam Univ, Dept of English Education (Email) <kleee@yucc.yeungnam.ac.kr>
Chae Joon-kee, Treasurer Kyongbuk Nat'l University (W) 053-950-5291, (H) 053-424-7158, (F) 053-950-6804
Julie Stockton, Secretary 054-850-5698, (Email) <homework@korenet.net>
Cho Jae-Young, Library (Email) <jjyoung7@hotmail.com>
Suh Kong-ju, Council Member (Email) <prss727@hotmail.com>
Kim Kyung-yong, Council Member (Email) <kyk@mail.taegu-hc.ac.kr>
Mike Stockton, Council Member (Email) <mjs@handong.edu>

SUWON CHAPTER OFFICERS

Dr. Lee Mi-jae, President University of Suwon, Dept. of English Lang. & Lit., San 2-2, Wayu-ri, Bongdam-eup, Hwasung, Kyonggi 445-743 (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (Cell) 016-739-7697, (Email) <mjlee@mail.suwon.ac.kr>
Dr. Boyce T. Fradsham, Vice President University of Suwon (W) 031-220-2113, (H) 031-352-7150 Ext. 1514, (F) 031-352-4616, (Email) bfradsham@yahoo.com>

KOTESOL DEPARTMENTS

Research SIG
David Kim, Facilitator (Email) <dki@yongsei.ac.kr> <kotesolresearchsig@yahoo.com>
Teacher Development & Education SIG
Paul Mead, Facilitator (see info under national officers) Global Issues SIG
Jen Lalonde, Facilitator (Email) <j_lalonde@hotmail.com>
Oral Testing SIG
David Dugas, Facilitator (Email) <dwdugas@yahoo.com>
KTT (KOTESOL Teacher Training)
Douglas Margolis, KTT Co-Coordinator Dong Seoul College, #423 Bokjungdong, Sujunggu, Sungnam City, Kyonggido 461-714, (W) 031-720-2245, (Email) <douglas@dsc.ac.kr>
Stephanie Downey, KTT Co-Coordinator Kyungnam University, Wolyoung-dong 449, Masan, Kyungam, 631-701, (C) 018-553-3346, (O) 055-249-2827, (Email) <stefdowney@hotmail.com>

TechComm
John Phillips, Chairperson, System Administrator (see info under national officers)
Seo Eun-Mi, Secretary Hoseo University (Email) <emseo@sunny.howon.ac.kr>
Hwang Sungsam, Treasurer (Email) <ecloguehwang@hotmail.com>
Tory Thorkelson, Inventory Manager (Email) <thorkor@hotmail.com>
Dan Grabon, Webmaster (Email) <djmoose@soback.kornet.net>

KOTESOL PAST PRESIDENTS

Scott Berlin, 1993-94
Dr. Kim Jeong-ryeol, 1994-95
Dr. Oryang Kwon, 1995-96
Dr. Park Joo-kyung, 1996-97
Carl Dusthimer, 1997-99
Dr. Han Sangho, 1999-00
Dr. Andrew Finch, 2000-01
Dr. Hyun Taeduck, 2001

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 Hangul 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, Gyeonggi-Suwon, Chongju, Daejeon, Daegu-Gyeongbuk, Busan, Jeolla, 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.)

Email 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 (Email) <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: 1st line of address label used to mail *TEC* magazine.

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

www.kotesol.org

Email: KOTESOL@chollian.net

2002 KOTESOL JEOLLA CHAPTER REGIONAL CONFERENCE

CALL FOR PAPERS

Real World English: Relevance in the Classroom

April 13, 2002 at Chosun University, Gwangju, South Korea

(The deadline for receipt of proposals is April 1, 2001)

The 2002 Regional Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the environment of NE Asia. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes unless mentioned at the time of proposal submission. Please post, fax, or email your proposal to:

Brian Heldenbrand
Jeonju University
1200 Hyoja Dong 3-ga,
Wansangu, Jeonju
Jeollabuk-do, S. KOREA 560-759

Office fax: (063) 224-9920
(Write "To Brian Heldenbrand" at the top)
Office Phone: (063) 220-2670
E-mail: brianheldenbrand@hotmail.com

PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____

Type (check one):	Workshop	Paper	Workshop/Paper	Panel Poster/ Exhibit	
Level (check all that apply):	Elementary	Secondary	University	Adult Education	
Equipment needed (check all that apply):	OHP	VCR/TV	Cassette	Computer	Other

Number of presenters for this presentation: _____

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

Name: _____ E-mail: _____
 Work phone: _____ Home Phone: _____
 Work Affiliation: _____ Fax: _____
 Address: _____

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

Abstract Information.

Please use a separate sheet for your abstract. Include the title, all presenters' names and affiliation on each abstract submitted. Maximum length: 150 words.

2002 KOTESOL JEOLLA CHAPTER REGIONAL CONFERENCE

Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

Bylaws (Adopted April 1993 Amended March 1998)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as 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.

Film 2