



KOTESOL

대한영어교육학회

What's Inside?

Conference 2002
by Craig Bartlett ... 9

Training Notes:
Teaching to the Brains of Children...
by Gerry Lassche ... 11

Global Contexts: *Living and Teaching in Colombia* ... 12

Pan Asia: *Vietnam Opens Doors to English* ... 16

Techniques: *Alibi*
by Michael Duffy ... 20

THE ENGLISH CONNECTION

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

In the March issue of *The English Connection*, a potential comparison of two familiar concepts in the Korean English as a Foreign Language (EFL) community – presentation-practice-production (PPP) and task-based learning (TBL) – was explored. Though many EFL professionals are familiar with

these terms and often try to compare and contrast them, current SLA literature supports two conclusions: 1) a comparison of the two concepts is largely unwarranted, and 2) many EFL professionals here in Korea misunderstand the true nature of both concepts. Because of these conclusions, the March article focused on accurately defining the two approaches to clear up common misconceptions surrounding PPP and TBL. Citing proponents of each approach – Donn Byrne (1986) and Peter Skehan (1998) – I defined the two acronyms as they were originally intended. Now, with a clearer understanding about each concept, this article will explore the concerns with each approach and the resulting implications for EFL teachers in Korea.

continued on page 6

Setting the Record Straight: Presentation-Practice-Production (PPP) and Task-Based Learning (TBL)

Part 2 of 2

by David P. Ellis

Upcoming Events in KOTESOL

May 18 - Seoul/Gyeonggi
Regional Conference
Suwon University

May 25 - Daejeon Drama and Film Festival
Hyecheon College

May 25 - KOTESOL Executive Council Meeting
Hyecheon College

(See more in the Calendar, page 24)

May 2002

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

Korea TESOL Journal Call for Papers

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CONTENTS

May 2002
Volume 6
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Feature

- Setting the Record Straight:
Presentation-Practice-Production (PPP)
and Task-Based Learning (TBL). Part 2 of 2 ... 1
David P. Ellis

Columns

- President's Message: *Growth means Change;
Change leads to Growth* ... 5
- Conference 2002 ... 9
- Training Notes: *Teaching to the brains of children:
Benefits of language games and activities* ... 11
- Global Contexts: *Living and Teaching in Colombia* ... 12
- Research Acts ... 13
- Word Whys: *Body Language* ... 15
- Pan Asia: *Vietnam opens Doors to English* ... 16
- Techniques: *Alibi* ... 20
- Web Wheres: *Redtape* ... 21
- Membership Spotlight ... 23

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

- Gangwon, Seoul, Jeolla, Daegu-Gyeongbuk, Cheongju,
Suwon-Gyeonggido, Busan-Gyeongam, KTT, and SIGs:
Young Learners, CALL, Global Issues ... 28...
- KOTESOL 2002 Conference Call for Papers ... 17-18

For Your Information

- Calendar ... 24
- Who's Where in KOTESOL ... 30
- Membership Application and Information ... 33-34
- KOTESOL Constitutions & Bylaws ... 35

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Growth means change; Change leads to growth

An old saying, tied into a pop song: "Two steps forward, one step back." This seems often to be true of life in general, our classes, and Korea TESOL.



President's Message

by
Robert J.
Dickey

Some days my students astonish me, they seem to learn new things so quickly! I like to pre-test/post-test from time to time in my classes, just to check on progress, even through any given class hour. Since the students aren't always sure whether a series of questions may lead to a quiz or not, I feel that these "tests" are reasonably representative of student knowledge at that moment in time. It's nice to feel that a lesson was successful!

Other days are disappointments. Not only does the class plan soon find its way into the waste bin, but even the review and practice of things previously done seems to show no progress at all. Which is why, I suppose, that computers aren't replacing real live teachers anytime soon. And why we teachers need to continue our professional studies. We can never be over-prepared. Sometimes it is the worst class sessions that teach us teachers the most.

In either case, we hope we can grow from the experience.

Growth is happening in KOTESOL too.

We have a new Chapter -- Kangwon. They had a fantastic turnout at their convening meeting, with 19 new members joining that day and several more soon afterwards. This, plus those who were already members, adds a new geographic area for us -- the northeast region.

We have some new SIG activity as well. The Writing SIG is organizing. The CALL SIG has become a reality. Young Learners is talking about a special symposium.

These are all good things. On the other hand, we are still asking too much from too few. This means that when someone is forced to step down, we have no one new to immediately step forward and take on a role.

There are activities for every interest and level of time availability. Two hours per month, or two hours per week; high public contact or a sheltered life, we have something for everyone.

Try a change in your life. Continue doing the best job possible in the classroom, and consider another facet to professional life: involvement in professional organizations. It adds something to the resume, as well as to your social life.

Two steps forward, one step back. With patience, and with a commitment to taking those steps, we can attain our goals. Care to take the journey with us?

Collegial regards,

Rob

continued from page 1

Key terms

Although several disparities exist among second language acquisition (SLA) researchers' use of certain terms, in this paper the following terms will be described as below:

PPP – A general approach to language teaching, one in which material is presented, practiced and produced in some fashion, though not necessarily in that order. The PPP acronym, therefore, is *not* intended to represent a formal, long-standing methodology in the EFL field.

TBL – A concept divided into two distinct areas: 1) task-based syllabus design, which is concerned with task selection and sequencing; and 2) task-based language teaching (TBLT), which is concerned with how to teach tasks. I will use the acronym TBL to cover both areas when a distinction between the two is unnecessary.

Forms – In linguistics, 'forms' typically represent grammatical structures (e.g., verb tenses). However, in the interest of space, I will consolidate 'forms' to represent any of the various ways synthetic syllabuses divide a language into parts. Such parts include structures, lexical chunks, vocabulary lists, functions, notions, situations and even tasks.

Concerns with PPP

As with all approaches, there are concerns regarding the effectiveness of PPP. Although other concerns may exist, this paper will address three, though two of the three ironically do not lie with PPP itself.

The first concern related to PPP is in its seemingly inextricable link to synthetic syllabuses. In general, syllabuses can be divided into two categories: analytic and synthetic. As Long & Crookes (1993) explain, "Analytic syllabuses are those that present the target language whole chunks at a time, in molar rather than in molecular units, without linguistic interference or control. They rely on (a) the learners' presumed ability to perceive regularities in the input and induce rules, and/or (b) the continued availability to learners of innate knowledge of linguistic universals and the ways language can vary,

knowledge which can be reactivated by exposure to natural samples of the L2" (p. 11). Conversely, Long & Crookes (1993) state, "Synthetic syllabuses segment the target language into discrete linguistic items, for presentation one at a time. They rely on learners' (assumed) ability to learn a language in parts (e.g., structures and functions) independently of one another, and also to integrate, or synthesize, the pieces when the time comes to use them for communicative purposes" (p. 12).

Since synthetic syllabuses present forms in some predetermined sequence, PPP, when implemented in the unidirectional present-practice-produce format, conforms quite nicely to the instruction of such forms. It is therefore common to teach synthetic syllabuses using PPP. This relationship is problematic, however, because in recent years SLA researchers have convincingly proven what teachers teach is not what students actually learn, at least at the time it is taught and in the order in which it is presented. As Long & Crookes (1993) emphatically assert, "SLA research offers no evidence to suggest that any of these synthetic units are meaningful acquisition units, that they are (or even can be) acquired separately, singly, in linear fashion, or that they can be learned prior to and separate from language use. In fact, the same literature provides overwhelming evidence against all those tacit assumptions" (p. 26-27). Willis (1996) reinforces their claim, stating that "Although there is a good deal of controversy among second language acquisition researchers, there is almost unanimous agreement on one point: we cannot isolate a particular language form and 'present' it to learners in such a way that it becomes part of their communicative performance" (p. 46). In other words, programs that use synthetic syllabuses are destined to fail, independent of what approach is used to teach them.

Despite the natural link between PPP and synthetic syllabuses, PPP is not restricted to use with synthetic syllabuses. In fact, Richards (1984) states, "It is true that instructional procedures may appear to be wedded to particular syllabus models...but these pairings are by no means inevitable" (p. 11). Thus, variations of PPP can be applied to the more effective analytic syllabuses. Nonetheless, a problem remains because many Korean EFL programs still use synthetic syllabuses. In

fact, many EFL programs the world over use synthetic syllabuses despite their ineffectiveness. "Levels of attainment in conventional foreign language learning are poor, and students commonly leave school with very little in the way of usable language" (Skehan, 1996, p. 18, citing earlier work of Carroll & Stern).

If researchers know synthetic syllabuses are ineffective, then it is natural to wonder why they remain so prevalent in the field. There are several reasons. First, it is easy for publishers to produce and promote textbooks based on synthetic syllabuses. As Crookes and Chaudron (1993) point out, "Most textbooks...are the product of the pressures of the market...which can often run counter to legitimate educational pressures. What sells may not be what works; what works may not necessarily have a format which book-publishing companies can utilize or produce (p. 4). Furthermore, even some allegedly "communicative" textbooks have disguised synthetic syllabuses at their core. As Richards (1984) elucidates, "Many an underpaid academic has...succumbed to attractive offers to lightly work over a...structural course so that it can be published in a new edition bearing a...communicative label" (p. 14). Therefore, whether textbooks explicitly have forms as their basis or instead have forms disguised in allegedly communicative textbooks, many textbooks based on synthetic syllabuses still dominate the marketplace.

The reason synthetic syllabuses are easy to produce and promote in textbook form is because they are "teacher friendly." In other words, synthetic syllabuses can be packaged neatly into self-contained units since lessons revolve around teaching forms. This simplifies the layout of textbooks. Moreover, teachers with little or no training can teach form-based lessons with relative ease. This is a particularly attractive feature to EFL program administrators, particularly in Korea where the demand for qualified teachers greatly outpaces the supply, thus forcing administrators to hire less qualified teachers. In addition, assessing students' performance is also straight-forward because lessons based on synthetic syllabuses have clear and tangible goals (i.e., mastery of forms). Since many Korean EFL courses require evaluation of students' performance, synthetic

syllabuses are conducive to satisfying this requirement.

Its link to synthetic syllabuses aside, PPP does have its own fundamental problems. Among them, the primary problem is the practice stage of the three-stage cycle since this stage's chief objective is to "monitor [the students'] performance to see that [their mastery of the forms taught] is satisfactory" (Byrne, 1986, p. 2). As previously mentioned, since the odds are remote a student will actually learn a particular form at or around the same time the teacher teaches it, drilling any particular element of language is largely a waste of time. Students learn at whatever developmental stage they are, irrespective of what teachers are actually teaching. Thus, practicing forms is pointless, even if students seem to master such forms through practice. As Skehan (1998) explains, "It is...futile to consider that something has been learned because it has been covered at a particular point in a syllabus, or because at some stage a learner gives evidence of being able to use it correctly. The problem is that the 'knowledge' that underlies language is at different levels, and that 'knowing' some aspect of the language at one level does not mean that one is able to use that knowledge at other levels" (p. 92). In other words, even when students seem to internalize something teachers teach them through repetitive practice, this mastery is illusory.

A third concern with PPP is related to the production stage. Like with the first concern, this concern lies not necessarily with PPP itself but rather with the teacher's implementation of it. In the production of language, teachers should be aware that, according to SLA research, students must have freedom to express their own ideas if interlanguage development is to occur. If teachers mishandle the production stage of a lesson, students may try to forcibly produce certain forms they have been previously taught. By doing so, the students' language production may be contrived and rendered useless in terms of interlanguage development. The value of authentic language use in classrooms is widely advocated by most SLA researchers and cannot be understated. Scrivener (1996) suggests using activities that promote authentic language use, explaining that "Authentic activities are ones in which the

language available to the students is not restricted...There will be no attempt to control language so as to include specific grammatical or lexical items... Transmission of meaning is more important than correctness of form" (p. 85).

While also advocating authenticity, Long & Crookes (1991) also advance the need for a *focus on form*, not a *focus on forms*. "When the task syllabus is combined with a focus on form in task-based language teaching, the task receives more support in second language acquisition (SLA) research as a viable unit around which to organize language teaching and learning opportunities" (p. 27). In other words, during the production stage, students must be allowed to produce language freely rather than being coaxed into artificially trying to use forms they were taught at some point during the lesson. At the same time, teachers must be mindful of form to prevent 'fossilization' of students'

surrounding task-based syllabus design still remain unresolved. First, it lacks substantial empirical proof of its validity. This is of grave concern because researchers' nearly unanimously support the belief methodologies must be grounded in research and theory to be considered valid. As Richards (1984) states, "Too often, techniques and instructional philosophies are advocated from a philosophical or theoretical stance rather than on the basis of any form of evidence...the need for rigorous evaluation procedures in planning methodological innovations is well demonstrated" (p. 18-19). Unfortunately, Richards' concern haunts TBL. As Long & Crookes (1991) point out, "[TBL's] research base is, as yet, limited" (p. 46). Seven years later, Skehan (1998) reiterates Long & Crookes' comment: "The usefulness of tasks...is certainly influenced by the specific manner in which a task is done. Unfortunately, this claim is not supported

As described in the March issue of *TEC*, however, TBLT as an approach is not that different from PPP

interlanguage development (Skehan, 1996). Thus, the need for careful task selection and syllabus design become paramount, whether using PPP or TBLT as the approach.

Concerns with TBL

Though PPP is actually theoretically sound when implemented in line with SLA research, its long-standing connection to synthetic syllabuses has soured many teachers on its use. Therefore, in recent years, many teachers have turned their attention to alternatives, with the chief alternative being task-based learning. As described in the March issue of *TEC*, however, TBLT as an approach is not that different from PPP. In fact, the use of task-based language teaching without sound task-based syllabus design as a base is futile. Therefore, rather than TBLT in and of itself holding promise, researchers are more optimistic about TBL in terms of task-based syllabus design, including task selection and evaluation.

Despite the collective optimism surrounding TBL, some significant issues

(or refuted) by empirical evidence, it is simply an under-researched area" (p. 142). As we see, task-based learning has not yet been sufficiently researched or proven empirically. This is a concern teachers should consider before disregarding PPP and devoting all their efforts to the implementation of TBL.

Aside from the lack of empirical proof, another concern with TBL is the difficulty in implementing it in the classroom. Richards (1984) warns of this problem with 'instructional-theory' methodologies, stating "A crucial factor in determining the fate of a method is the form in which the method is available to those who wish to use it...Consequently, methods that lead to texts have a much higher adoption and survival rate than those which do not" (p.13-14). Because of the ongoing controversy among researchers in determining how to best select and implement tasks, trying to design a task-based syllabus in textbook form is daunting; trying to subsequently teach the tasks in a way that promotes inter-

continued on page 8

language development only adds to the challenge. In fact, Long & Crookes (1991) state, "...no complete program has been implemented and subjected to the kind of rigorous, controlled evaluation we think essential" (p. 47).

Since the publication of their 1991 article, at least two such attempts have been made in Korea (see Marachuk, 2000 and Finch, 2001). Unfortunately, neither seems to satisfy the "rigorous controlled evaluation" criteria Long & Crookes consider essential. In the former case, the research was predicated on the false notion that it is feasible to compare TBL with PPP. As explained in Part 1 of this article (TEC,

forward (Long & Crookes, 1991, 1993; Skehan, 1996, 1998). Thus, the results of this task-based study can be seen as incomplete at best. The need for more comprehensive TBL research still lingers.

Implications for the Korean EFL Classroom

Nearly indisputable evidence shows students do not, indeed *cannot*, learn a language taught in parts. Therefore, Korean EFL program administrators need to move away from the use of synthetic syllabuses toward the use of analytic syllabuses. To facilitate this transition, the

there are few task-based textbooks available in the marketplace (for example texts, see Finch, 1999). Additionally, evaluating students' performance on tasks remains difficult, if not impossible. For those of us in programs that demand the use of textbooks as their central focus and/or require testing and evaluation of students, the prospects for implementing TBLT in accordance with SLA research seems to be still beyond our grasp.

In conclusion, for those teaching in programs that use synthetic syllabuses, begin a campaign to have them changed. If circumstances prevent you from doing so, take it upon yourself to create tasks that highlight the forms in your syllabus (or textbook) and strive toward offering as many communicative activities as possible within the limitations of your program. Good luck.

The use of tasks, rather than forms, seems promising

March 2002), such a comparison is largely unjustified. Additionally, the definition provided for PPP is inaccurate as well since it is defined only in its top-down, unidirectional fashion. Furthermore, like so many other researchers have done, Marachuk appears to have confused PPP with the use of synthetic syllabuses. Considering the frequency of this misnomer, however, one can understand why Marachuk did so. Regardless, these errors essentially invalidate the research results.

In the latter case, Finch (2001) deals exclusively with TBLT and does so justifiably. However, he only partially addresses current SLA theory with regard to task-based learning. While taking a systematic approach to task selection, sequencing and evaluation, this study only addresses the sociolinguistic factors involved in SLA (i.e., teachers' and students' attitudes toward language learning). Since it did not also take into account the psycholinguistic factors involved in SLA, there is a lack of proof interlanguage development actually took place. Evidence of this fact lies in the evaluation criteria used to measure success: student evaluations of the course. While Finch (2001) claims focusing on "student beliefs, perceptions and attitudes in the learning process" (p. 137) is paramount in achieving SLA, focusing on psycholinguistic factors is also critical in driving interlanguage development

use of tasks, rather than forms, seems promising. However, tasks alone are insufficient, regardless of whether teachers use PPP, TBLT or any other approach to teaching the tasks. As explained, proper task-based syllabus design is the true key to driving interlanguage development forward. Thus, the implementation of a theoretically sound task-based syllabus is what will help students acquire the target language. Unfortunately, several obstacles impede the implementation of a sound task-based syllabus. First, while researchers proffer some suggestions on how to select and sequence tasks, there are still *no* clear-cut standards. Moreover, even if researchers eventually reach a consensus on these issues, TBL will still need to be proven empirically before teachers can unreservedly embrace it.

While EFL teachers the world over wait for a theoretical consensus and subsequent research, they still need to manage their existing classes. As such, teaching tasks (rather than forms) using either PPP or TBLT seems reasonable. While PPP and TBLT are not as contrasting as many think, TBLT does offer some advantages over the traditional implementation of PPP. Specifically, TBLT typically does not advocate the practice of specific elements of language. Additionally, its design helps teachers avoid the trap of coaxing students into producing contrived language. Despite these advantages, however, TBLT has its own problems. Most prominently,

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continued on page 27

Greetings to all members and friends of KOTESOL.

By now, you are all well in the midst of your spring work. For some of you, the prospect of exams looms large. As well, some of you are probably thinking about your summer vacation plans. Well, please do not forget one thing – now is a great time to pre-register for the 10th Korea TESOL International Conference!

This year, the Conference will be held on October 5th and 6th, on the campus of Sookmyung Women's University in central Seoul. This university has been a constant friend of KOTESOL, as it has hosted the Seoul-Gyeonggi Regional Conference in the past, and is now the regular site for meetings of the Seoul chapter. We are very pleased to have the support of this longtime KOTESOL partner in hosting this year's International Conference.

The theme for this year's Conference is "Crossroads: Generational Change in Asian ELT". In the time that our organization and its predecessors have been active, there has been monumental change in the English language teaching and learning scene. There has been a greater emphasis placed on teaching language **through** communication, as opposed to teaching language **for** communication. There has been remarkable change in the theories underlying what language is and how people learn. Consequently, those changes in theory have resulted in changes in classroom practice, as new approaches to and procedures for teaching and learning have been created and implemented in classrooms. As well, computers and the World Wide Web have affected language teaching permanently, as teachers take advantage of the advances that these technological tools have brought to teaching and learning. All this change and innovation has occurred all over the world, but it has had an important impact on Asia in general, and Korea in particular. Schools and universities are now "wired". It is now impossible to have a university or college program without at least some element of English language education. Language

learning institutes are all over, offering English teaching and learning opportunities. Even the public schools are part of this change, as it is now official government policy to use English as not only another subject in the school curriculum, but also as the medium of instruction in English classrooms. In other words, it is now official policy to teach English through English.

How have people dealt with this change? Some have embraced it wholeheartedly, saying that the time has come (or that it is even overdue) for change. Others have said that changes should even go farther, that it is time for English education to become completely student-centered, and that old approaches should be tossed out as relics of the past. However, others question the need for such radical change. They question why it is necessary for old approaches to be discarded, and claim that there is still a lot in more traditional approaches and methods of language teaching that is worth saving. This continuing debate has even been reflected in our conferences. If you don't believe me, look at the International Conference Programs for 2000 and 2001. Take a look at the abstracts for some of the presentations. You will see some very differing viewpoints, indeed!

As this is the 10th International Conference of our organization, now is a good time to bring this debate into the open. Now is a good time to take stock of all the changes that have occurred in the theory and the practice of English language teaching. Now is a good time to examine the various practices that are being used in classrooms, to listen to the various voices and competing ideas, and to allow people to make up their own minds. Conferences like ours are perhaps the best place for this to happen, as they give people a chance to gather together in one place, make presentations, debate in hallways, and chat over lunches, dinners, cups of coffee, or even pints of beer! Therefore, it is my hope that as many of you as possible (and your friends, too!) will come to Sookmyung to join in this year's International Conference.

As always, we look forward to the participation of our Plenary and Featured Speakers to give us their reflections on the nature of English language teaching, and how their ideas might affect the scene here. At this point we can confirm the participation of two Invited Speakers:

Conference

2002

by
Craig Bartlett

Dr. Andy Curtis is associated with the School for International Training, and is becoming well known for his work on issues related to teacher development. He is a member of the Editorial Board for the *Korea TESOL Journal*, and was a Featured Speaker at the 8th International Conference in Daegu in 2000. He will be giving a plenary talk.

Professor Gwyneth Fox is an Honorary Researcher with the University of Birmingham, and has been a lead researcher for the Collins COBUILD Dictionary series. She will be one of our Featured Speakers.

More speakers will be announced as they are confirmed.

So, please don't wait until the last minute. Pre-register now! Pre-registration forms will be available through the Conference website. That's where you'll also find our Call for Papers (we're always happy to get presentation proposals!) and our ever-growing Conference Website. So make sure you check www.kotesol.org for updates.

That's it for now. I'll talk to you next issue.

Cheers,

Craig Bartlett
Chair,
KOTESOL Conference Committee
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Teaching to the brains of children: Benefits of language games and activities

Gerry Lassche

Go into any ELT bookstore and the first thing to meet your eyes are the myriads of colorful materials, all marketed for the teaching of youngsters. Parents and teachers alike are encouraged to ply games and activities on the children in their care. Many lesson plans seem to be exclusively composed of activities which emphasize language as play, almost in an effort to distract the children from the realization that they are learning.

Learning & Brains

Strong support for the use of games comes from the field of neuro-physiology, which studies how the brain functions. Children's brains are still developing even well after they are born. A brain is made up of nerve cells, called neurons, which connect to each other in particular ways. Children actually have twice the number of neurons at birth then during adulthood. Neuro-physiology tells us that a new experience helps to create a new pattern of neurons and those neurons that fail to establish connections eventually die off.

Ever wonder why your students can't sit still? Brain researchers have found that activities which stimulate physical movement actually facilitate the number of neural connections. Montessori (1912) intuited that children are instinctively motivated to move, because their brains require physical stimulation in order to grow better. Activities, then, that encourage free movement coupled with a sense of familiarity and fun, that are challenging but yet not failure inducing, are perhaps a practical realization of these findings.

The best kinds of learning experiences are ones that help children to make multiple associations. For example, instead of learning a "B-A-L-L" is the sound /ba:l/, children can learn that it bounces, it's colorful, you can play games with it, and it can float on the water. These multiple associations are created when teachers follow a principle Montessori (1912: 167ff) suggested, that one should "educate the senses." Strikingly, the TESOL Standards for Young Learners (TESOL, 2001) endorses the same approach: Materials should be developmentally appropriate, involving play, interaction, variety, and

engagement of the five senses. These multiple associations make neuronal connections stronger. As Aesop taught, one stick is easily broken, but a bundle tied together remains strong.

From Brain Research to Foreign Language Learning

What do these ideas suggest?

First, it is essential that children be provided opportunities to exercise their "wings". Games and play allow children to hypothesize about learning, while encouraging the movement that is so important for their physical development, a process which in turn helps their brains to develop more neuronal connections. Games which are multi-modal and engage many of the senses at once, are bound to be successful at advancing language development, as well as intrinsically motivating (TESOL, 2001). Thus, integrating into the syllabus cooperative games, which emphasize communicative exchanges, probably makes the regular classwork more effective.

Second, almost *all* children arrive in the classroom already knowing that they can learn. Remember, these are the same children that, without any formal training, have learned to speak their mother tongue in far less time than we as adults could learn a second language. It seems that, as Montessori noted, it is in school that children develop inefficiencies in their learning strategies. Realizing this, then, teachers would do well to spend more time observing what children are actually doing (Montessori, 1912: 72ff), and capitalizing on what one sees by expanding learning moments. This creates what Schwartz (1983: 87) calls the heterogeneous classroom where children pursue learning facilitated by their teachers according to their own individual directions, a characteristic of the "Children's House" schools Montessori developed.

The ancient book of Proverbs, in chapter 22:6 says: "Train up a child in the way *he* should go: and when he is old, he will not depart from it." Children have wings of their own.

Training Notes

edited by
Douglas Margolis

The more we let children develop their own personal strengths and independent brains, the more likely they will value and remember what we teach them. Fulfilling heterogeneity and self-directed, independent learning principles at all times is perhaps idealistic, but it does represent a standard that teachers and parents alike can strive towards. So don't feel guilty about using games for language teaching. Give the children room to fly!

The Author

Gerry Lassche is a lecturing professor at Ajou University's Graduate School of Education in Suwon. He is a founding member of KOTESOL Teacher Training, a past National Second Vice-President of KOTESOL, and a frequent lecturer at conferences and teacher training events. His email address is glassche@yahoo.ca

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Living and Teaching in Colombia

By Amanda Barnes

Global Contexts

edited by
jen lalonde

Background

I was in Bucaramanga, Colombia, for two years. Bucaramanga is about 10 hours north of Bogota and has a population of about 900,000 people. Colombia is about 11 times the size of Korea and it has a little over 40,000,000 people. Colombia exports a few key commodities, including petroleum, coffee, coal, clothing and bananas. 55% of the population live below the poverty line. The literacy rate is 91%.

Teaching

I taught school children at an American school, and adults from the community at the language institute attached to the school. The teaching schedule was full. We had to be at the school from 6:45am until 3:30pm and we taught 25 hours a week. Expectations were like any other school; we had to participate in extracurricular activities, spend time marking, etc. We developed the language arts curriculum with the idea that the teachers who followed would modify and improve it to suit his/her class, but not change it completely. We were trying to develop a solid curriculum, because previously, there was no cohesion between the grades.

The salary was comfortable; we made \$15,000 US a year and the cost of living was very low. If you wanted to save, it was possible to spend little. In the first year there was no bonus but in the second year, teachers got an extra US\$3,000 and in the third year there was a bonus of US\$4,000. A friend of mine was able to save CN\$20,000 in three years, working for the institute and school.

In terms of professional development, the Language Arts and Spanish teachers had meetings once a week to discuss better teaching methods. We also had one professional development day a month as a school as well as 2 weeks at the end of the school year and 2 weeks at the beginning of the school year. We were encouraged to work to improve our teaching. We used the 4 Blocks Method which included "selected reading", where the students have class time set aside to read any book that they choose. In the English classes we tended to use approaches for native-speaking children rather than for EFL students.

Relationships – With Colleagues and Within the Community

In our school there were about 10 foreign teachers. At the institute, you really just needed to be an English speaker or a Colombian trained to teach English. At the American school, you needed to be a trained teacher. There was a little tension between the Colombian teachers and the foreign teachers as we got paid more and received good housing. They also felt the school, and the parents, treated us better.

Our standard of living in Colombia was high, we had maids to clean our houses and lived in apartment complexes in a nice neighborhood with saunas, pools, gyms etc. Most of the people who went to Colombia to teach didn't speak Spanish when they arrived. I learnt bits and pieces as I went along, as I did in Korea, but it was easier to learn the basics in Spanish. Generally, the city people found foreigners fascinating but that didn't mean that they necessarily liked us. As in any other place, some people were nice whereas others were not.

The Ever-present Threat of Violence

As most people know, Colombia can be a dangerous place to live. The violence from the guerrillas was not really in the cities and while crime was high where I was living it was not as dangerous as Bogota. After a

while though it starts to wear on you emotionally. You tend to block it out on a conscious level, but it is still always there.

If someone asked me if they should go there, I would probably say no as there are other similar, but safer, places. On the other hand, if I was asked if I would do it again, I would say yes because it was an amazing experience. We were not targets, but it was the little things that get to you, things like machine gun fire in the background, helicopters circling your apartment with guns aimed down at you, or seeing 20 armed soldiers outside your apartment because someone important is visiting a neighborhood. One time we almost got caught in a riot, with about 100 men with sticks running towards us. We couldn't travel outside of the city except in one direction and we couldn't go to the airport at night because of the guerrillas. I would have left if I thought I was in real danger, but I wasn't a target. Kidnapping is a business and I wasn't worth taking. My students and their families were, but not me. Daily life was generally safe, and I lived a pretty normal life, but there was always a risk.

A Career on the Move

Amanda Barnes graduated from the University of Guelph in Canada with B.A. Honors Political Studies (Major) and Business Administration (Minor), and then earned her B.Ed from the University of Regina. She completed her teacher training in Saskatchewan and then went straight to Thailand. She taught English in a high school and at a company, and then accounting, economics and finance at a local college in English to low-level students. After Thailand, she spent a year in Korea, teaching at a private institute in Daejeon. Columbia was next; she worked for 2 years in a city near Bogota, teaching grade 3 English and science and working part-time teaching English to adults at a language institute. In January 2001, she arrived in New Zealand and within two weeks had found the job where she is now: teaching high school grades 9 – 13 social studies, geography and tourism. She writes: "I am working in a low-income area and my kids here are the toughest yet."

Calling all KOTESOL members! Please take a look at the questionnaire (below):

If you answered “I couldn’t care less.” to all of these questions, there’s a good position waiting for you with KFC Korea. If, however, these “20 questions” triggered off some sort of inquiry in your mind – something along the lines of “I’ve been wondering about that!” – how about taking a look at your classroom learning environment, and doing some Action Research?

Action research is about understanding our own classroom first, and then telling people about it afterwards. When we find something that intrigues or puzzles us about the learning environment, we carry out the normal process of collecting and analyzing data. In the case of Action Research, this data is usually qualitative, and involves the perceptions and feelings of the classroom participants. A number of methods can be used to access this data:

- * Self-assessment forms
- * Questionnaires
- * Observation
- * Checklists/inventories
- * Interviews
- * Teacher-diary
- * Learner-diary

In fact it’s a good idea to use more than one of these methods, and to “triangulate” the results. This means designing different research “instruments” to look at the same issue, and cross-checking the results against each other, to achieve a final consensus. We need to be as rigorous in our efforts as in any other research modes, but the rigor here is about making a plan, following it, and reporting the results faithfully. If we have taped interviews with students and teachers (for example), there might be a lot of listening and transcription to get through before the results can be put into any sort of pattern.

Please remember that qualitative research is usually descriptive. This means that we describe the learning environment and its factors, rather than trying to deduce causal relationships. Because of this, many of the problems about internal and external validity and reliability do not concern us. We are not saying “I found that this factor causes this result, and I predict that this is true in all classrooms”. Instead, we are saying “I looked at this issue, using these methods, and these occurrences were observed. My classroom and my students are unique, so I do not expect these results to be generalizable. However, I feel that other teachers in similar situations might be interested in what I found.”

As you can see, this article is aimed at normal teachers, since Action Research is about investigating issues that are of interest to the people who are “at the chalk face”. Such work is extremely valuable,

Research Acts

by
Andrew Finch

and is of interest to educators everywhere. After all, the professor writing about ELT from his/her office in Stanford, Harvard, Oxford, Cambridge, or Sydney, has very little data about EFL learning at his/her fingertips, and as a result, most of the TEFL textbooks are written by TESL practitioners. We have a wealth of TEFL information here in Korea, and any efforts to investigate the situation and disseminate information about it will be beneficial to the ELT profession as a whole.

Good luck!

The next column will deal with how we can disseminate our findings to the local and international academic community.

#	Question	1*	2	3	4	5
1	Are you involved in EFL education?					
2	Are you interested in what happens in your classroom?					
3	Do you try to make the learning in your classroom more effective?					
4	Do you try to make your teaching more efficient and effective?					
7	Do you think about student/teacher roles in your classroom?					
5	Do you think about students’ learning needs?					
6	Do you think about your “presence” in the classroom?					
8	Do you think about the learning styles and beliefs in your classroom?					
9	Do you think about how you correct errors?					
10	Do you think about how to provide feedback to students?					
11	Are you satisfied with the assessment methods you use?					
12	Is the textbook appropriate for the students?					
13	Do you know how much time do you spend talking in the classroom?					
14	Do you always allow time for the learners to interact with each other?					
15	Do you wonder how can to improve your classroom management skills?					
16	Do you know how much attention you give to individual learners?					
17	Do you understand why certain tasks promote collaborative work?					
18	Do you know why learners carry out the same task in different ways?					
19	Do you know why some learners find certain types of test difficult?					
20	Do you know why some classes are more motivated than others?					

* 1. Yes, of course 2. Well, yes, I suppose so 3. I hadn’t thought of it 4. No, not really 5. You must be joking.

Advertisement

Banner Japan

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Body Language

“Head and shoulders, knees, and toes” begins a popular jingle for teaching body parts. These lyrics touch on a vast, motley storehouse of words for the human body. A thumbnail sketch thereof follows.

First, Germanic-origin “body” meant “trunk”; corpulent “bodice” is an obsolete plural. From Latin “corpus” (body) come diminutives “corset” and “corpuscle”, and “corporation” and “corps(e)”. “Lifelike” is actually “life-body”, for suffixes “-like/-ly” mean “body” in Germanic languages. On the other hand, the Romance language adverbial suffix “-ment(-)” resembles Latin “mentis”, (mind).” Proving this body-mind dichotomy, however, makes for a linguist’s splitting headache.

“Head” has relatives “capital”, “decapitate”, “chapter”, “chef”, and “chief”. As for the senses, we can “ogle” the “eye” itself, smaller “eyelet”, and compounds “daisy” (day’s eye) and “window” (wind’s eye). With “ear” go “auricle”, “audible”, “scout” (a listening guard), and “auscultation”. In “mouth”, we find Romance-origin “osculation” (kissing, making little mouths) and “oral”.

To taste is to “tongue”, akin to Latin “lingua”. Thus “lingua franca” (French tongue), “language” and lots more. And to smell is to “nose” or “nuzzle”, sometimes “sniffing” or “sneezing” through “nostrils” (“nose holes”).

To touch, and not to shoulders but to bellicose “arms” (cf. “alarm”, <French). The “armadillo” is a little “armored” creature which even a “handsome” (“handy”, able) “army” might not care to “handle”, “arm wrestle” (using the “wrist”), or “embrace” (throw arms around). Giving one a “pretzel” (little arm) is unlikely, but how about a “punch”? “Punch”, originally a five-item beverage, is related to “five”, “fingers”, “fist”, and even “Pentagon”.

Since knees and toes are not especially noteworthy, the euphemistically named, not-so-nether regions are next. Body but never bawdy language is paramount: thus, while Germans use blatant “Bustenhalter” (bust-holder), the proper English employ a coy French loanword, “bra(ssiere)” (arm brace), for the same. Below the breasts and bellybutton is the “butt” (stick) or “ass”

(tail, turning up in “squirrel”). Again, French dignifies what’s unmentionable, so we say “derriere” (behind). And what

**Word
Whys** by
Terri-Jo
Everest

French can’t dignify, obscure Latin or Greek can. For example, certain analogous male and female parts pop up in diminutives “pencil” (and “penicillin”) and “vanilla” respectively.

This synopsis still only scratches the surface of the cornucopic anatomical corpus, whose many remains, both inside and out, are beyond our scope here. Flex your mental “muscles” finally with “uvula”, “tragus”, and “hallux”. Happy body-building!

Contact teverest@hotmail.com

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For further information, contact Dr. Sangho Han at [<singhap@chollian.net>](mailto:singhap@chollian.net)

Vietnam Opens Doors to English

Pan Asia

edited by
David McMurray

“GOOD MORNING VIETNAM!” was the six o’clock in the morning wake-up call shouted into the microphone by Radio Saigon announcers during the 1960-1975 war. It was also the title of a 1988 Touchstone Pictures movie starring Robin Williams who played the role of a radio newscaster and disk jockey named Cronar who also tried teaching a few classes of English to Vietnamese learners in 1965 when U.S. involvement in the war was nearing its peak. Completely untrained for his ELT mission, Cronar was nonetheless motivated to enter a language classroom and replace the regular grammar teacher because he was in hot pursuit of an attractive student. The touching comedy staged several scenes in that EFL classroom where all the students soon warmed to their teacher’s communicative approach to teaching practical language for buying and selling to American GI’s, as well as his explanations of real English-including southern accents and cuss words.

Over a quarter of a century later, according to some travel guides, a few Vietnamese still speak and practice English based on a Texan drawl. And many Vietnam-related words and phrases have slipped into common usage around the world: Agent Orange (a chemical used in warfare), falling domino theory (about the spread of communism), boat people (illegal emigrants), aodai (traditional slim-cut dress), The Love Market (where courting couples serenade each other), pho (soup with noodles), and even Vietnamese coffee (made with a thick layer of sweet condensed milk) now that it has become the second-largest coffee-growing nation.

In the past two decades, Vietnam has moved from a centrally planned market to a market driven economy by instituting an “Open-Door Policy” (doi moi) to investment and ideas in 1986. Russian companies were the first to set up shop,

and Korean and Japanese multinational corporations also took the opportunity to invest heavily in the country struggling to rebuild itself. When the US opened diplomatic and trading links with Vietnam in the 1990s, the economy – and a concomitant interest in English – surged even further. Over the last decade, economic growth bounded an average 8 percent per year. Vietnam has so far successfully reduced poverty among 80 percent of its 70 million people, introduced kindergarten to 80 percent of its children, primary education to 90 percent of its young learners, enrolled 60 percent of its teenagers into high schools, increased literacy to 90 percent of adults, and moved rapidly away from its war-torn past. In 1997, the government’s open-door policy was extended to promote education

expanding circle of English use. To keep abreast of ways to improve public sector language education, the Ministry of Education and Training (MOET) takes an active role in designing English curricula based on what other countries are successfully doing. As an example, a Primary Education Project set up by the Central Commission for Science and Education in Vietnam sends over 800 teachers a year on study visits. Indonesia, Malaysia, the Philippines and Thailand have been particularly receptive hosts who opened their primary schools and explained their curriculum for teaching young learners to their Vietnamese guests.

Prior to opening its language education doors to the ideas of its neighbors, most English teaching was exam-oriented. High

the Ministry of Education and Training (MOET) takes an active role in designing English curricula based on what other countries are successfully doing

through the learning and understanding of neighboring countries. There are now over 100 universities, technical colleges and institutes, and more are planned. Over 40,000 students study abroad each year (in Russia, Japan, Korea, Australia and the US).

Vietnam’s success has been largely achieved through local organizational efforts and global cooperation. Schooling is organized at the village level. Because of its agricultural-based economy and uniform population density, even remote villages have well-staffed kindergartens and typically a primary school. English is introduced at the sixth grade for two to four hours per week. English is studied as a foreign language, but now that tourism has reached even remote highland towns such as the Hoang Lien Son mountain range, hotels, guesthouses, souvenir shops, and guided tours have become commonplace and students come into contact with reasons to learn English. In the urban areas, private language schools and English-speaking clubs have sprouted up. Vietnam has taken a position among countries identified as those in a rapidly

school education in the 1990s focused on grammar, translation, and reading comprehension abilities. Grammar analysis, choral repetition, copying of blackboard notes, and other teacher-centered methods were favored. Teachers followed these practices, similar perhaps to what their counterparts in other Confucian-based countries do, in part to keep their large classes of students under strict control. Materials included grammar-translation textbooks written by several local teachers. The 4,000 students who attempted the TOEFL to study abroad in 1996 averaged 505 (compared to 518 scored by Korean students). Outside the classroom, people hoping to work in English have been able to attend private language schools and clubs and can be measured by nationally administered achievement tests set at elementary, intermediate and advanced levels of reading, writing and also speaking. These students - who hope to get jobs using their English at foreign-operated companies or in the tourism industry, and are prepared to pay for useful

continued on page 20

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 reverse 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:

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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

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continued from page 16

courses – demand communicative language teaching, and native speakers of English teachers. Perhaps because of the success of these private schools, and based on what MOET representatives and students returning from overseas had observed in other countries, CLT methods are now coming into vogue at universities and high schools.

Success seems to attract success in Vietnam and many new projects are on the horizon to help with educating its people. An international group of leaders in education co-chaired by a European Parliamentary member and Prime Minister of Bangladesh has begun raising money to establish a new private university with the women of Vietnam and other developing countries in mind. In addition

to business and tourism opportunities, Vietnam is also an attractive new place for schools to send high school and university students. Some of the more adventurous expedition tours that include mountain treks have resulted in accidents, however, and teachers are advised to take great care when coordinating tours with private companies.

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 TESOL 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.

We welcome alternative suggestions as well. Offers to write/edit ongoing columns/sections are welcomed and will be assessed, in part, on the writing skills and experience of the proponent, and the level of interest to be expected from our readership.

Alibi

By Michael Duffy

“Last night, sometime between 7 and 11 o’clock, a bank in this neighborhood was robbed. Witnesses saw two people running

Techniques

edited by
Stephanie Downey

away, and the police have arrested two suspects. The police are sure these two people are the robbers, but the suspects say they are innocent. They claim that they spent all of yesterday evening together, but far away from the bank.”

Two “suspects” are given some time to leave the classroom and work out the details of their “alibi”. Meanwhile the rest of the students are divided into two groups of “police officers” who will interrogate both suspects and try to find discrepancies between their alibis. A “secretary” in each group will keep a record of the answers.

At the end of the interrogations a spokesperson for the two police groups will announce whether the alibis were the same or different, and so whether they think the suspects are guilty or innocent. If the alibis differ, they can give some examples of the main discrepancies: “A said . . . , but B said . . .”

Teaching Points

1. Alibi (which is conveniently the same word in Korean) can work over a wide range of levels. Some students may need

help regarding the areas questions may cover, such as restaurants, movies, bars, coffee shops, singing rooms, walks, transport, times, paying bills and clothing.

2. In large classes, a number of simultaneous games can be played, with several pairs of suspects, and a matching (even!) number of police groups.

3. The number of students in each interrogation group can vary, of course. The higher the level, the fewer members are needed. I’ve had between 4 and 7. In any case, they should be encouraged to take turns putting questions to the suspects. 10-15 minutes is usually sufficient time to deal with each suspect.

4. The suspects should be selected from among the more able students. Having male-female pairs adds a “Bonnie and Clyde” feel.

5. To add a competitive edge, a valuable prize, like a round of applause, can be awarded to the group that finds the most differences.

The Author

Michael Duffy is a professor at Dong-A University in Pusan. He has taught in the UK and Hong Kong, and has been teaching in Korea since 1988. He has held many positions in Korea TESOL, including four years as President of the Pusan Chapter.

Email: duffy@mail.donga.ac.kr

Editor’s Note: Although this activity requires little prep-time, it is an original and fun way to get learners motivated and involved. This activity features speaking and listening skills and is a great way to practice asking questions, giving answers and narrating past events. If you’re looking for something to stimulate genuine conversation in your classroom, then ‘Alibi’ might be just the activity for you!

A fun variation of ‘Alibi’ can be played in small groups. For this activity you will need five pictures of actions for each group, including one showing a murder taking place. These can be very simple stickmen drawings duplicated and cut up. The pictures could even be made by the students themselves. Have the students work in groups of five. Each learner takes one picture at random and does not show the others. The learners then take turns saying what they were doing at nine o’clock the previous evening. The learner with the murder card does not base his or her statement on the picture, but invents what he or she was doing. Any student may question another. When everyone has said what they were doing and the questioning is finished, the students decide who they think is the murderer. Then the murderer confesses!

Yet another interesting variation is to prepare a kit containing six to ten assorted objects and pictures (a piece of string, a key, a toy, a picture of a bank, etc.) Students work independently in groups to write a short play to ‘reconstruct a crime’ and must refer to all the objects and pictures. Each play is then presented to the class.

For more information on interesting and meaningful grammar practice activities, I recommend Grammar Practice Activities by Penny Ur (1988) and Games for Language Learning by Andrew Wright, David Betteridge and Michael Buckley (1983).

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

The Fourth Annual KOTESOL Seoul-Gyeonggi Regional Conference

TESOL 2002: Reflecting on ELT in Korea

May, 18th, 2002, at Suwon University, Gyeonggi-do

Contacts: Dr. Kang Myung-jae 019-246-1251 / Dr. Boyce Fradsham 019-807-7150

Redtape

Many Korean government ministries have seen the light and developed their own English webpages – a few of them seem to have been even better designed and more accessible than the same ministries' Korean webpages. The sites I discuss have helped me to save money, make money, or defend what is mine. I pass them along in the hopes that you too will benefit from them.

The Ministry of Justice has an English version of its webpage at <http://www.moj.go.kr/mojeng/index.php>. From there you can access the Immigration Bureau pages. Hold the mouse over the button that says 'Main Function', wait for the javascript to do its work, and then click on 'Immigration'. Personally helpful to me was the 'Visa Issuance Procedure'. If you end up in a situation where two immigration officers are telling you two different things you might find an answer here.

Go back to the address given above. Let the mouse hover over 'Help Desk' and

click on 'Q&A'. Select 'Immigration Bureau' on the page that opens up. Here you can post questions and wait a week or more to get an answer from someone who may or may not know what they are talking about and may or may not work for immigration. Again, despite the hedging, this site has been personally helpful to me.

There's even a form featured under 'What's New' on the main page for foreign workers to use when submitting complaints – as I'm blissfully happy in Korea I haven't had a chance to test this feature. I'm not sure what kind of response you'd get.

I'm impressed with the redesign of the Ministry of Labor's English webpage. Find it at <http://www.molab.go.kr/English/index.jsp>. It is a great improvement over the design they had just a couple of months ago. Click on 'Law & Regulation' and then choose the area of law in which you are interested.

Web Wheres

edited by
Trevor Gulliver

Finally, the Ministry of Education's English webpage could be helpful to a number of Webwhere's readers. It has information on subjects ranging from Korean education policy to statistics on the number of high school students in Korea. Most generally helpful is the list of addresses (including many URLs) of Korean Universities and Colleges. Find it at: <http://www.moe.go.kr/eng/>. Click on 'Life and study in Korea', then click 'Universities and Colleges'.

Disclaimer: Things change, pages are moved, and browsers crash. Contact Webwheres at tesolpdf@hotmail.com

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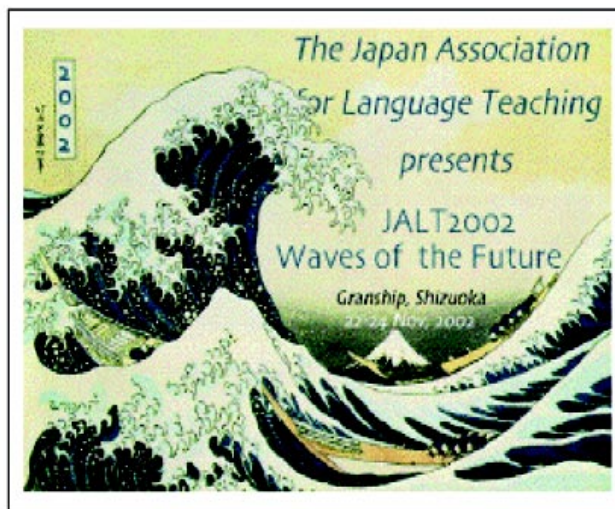
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PLENARY

WILLIAM GRABE is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon to be published book in the Longman series of Applied Linguistics in Action entitled *Reading* (with Fredricka Stoller) and a leading researcher in issues of L2 reading, writing and literacy.

JANE WILLIS is a Teaching Fellow in the Language Studies Unit in the School of Languages and European Studies at Aston University, Birmingham (UK). She's researched and published on task based learning and is the co-author of the just published Oxford imprint *English for Primary Teachers*, a language course for teachers of young learners who are now required to teach English.

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For this issue our spotlight goes to Kong-ju Suh, who is teaching at Daegu Jeil Girls' Middle School, a public institution. She has been teaching English for nine years, including a year study leave for a Masters course in Warwick, England from 2000 to 2001.



Kong-ju Suh

Born in Daegu and residing there mostly, Kong-ju studied for her Bachelor of Arts in English Education from 1989 to 1992 at

Kyungpook National University; then for a Master of Education in the same field and at the same university from 1993 to 1997. The topic for her thesis was about 'cooperative learning with small groups in secondary English class', which is still one of her favorite concerns. She says that after finishing the M.Ed. degree she could not be satisfied with her English proficiency and knowledge, so felt a strong need to study in one of the English speaking countries. Kong-ju states, "My dream finally came true in 2000 with a great help of my husband. I finished the Master of Arts degree course in English Language Teaching at the University of Warwick in the United Kingdom."

Asked "How long have you been with KOTESOL?" she answers, "It was 1993 when I first met KOTESOL. I was a novice teacher when I attended a spring meeting. The topic of that meeting was

'the differences in way of thinking between English and Korean language. I had a long break, however, between 1993 and 1997 because I thought my English was not good enough to understand the native speakers' English. It was 1998 when I decided to join actively and more regularly. I have worked as one of the council members since 1999.'

Kong-ju says that it is not easy to explain her teaching philosophy or favorite teaching style, but summarizes what she believes about education in general with these three points: (1) students can learn better with their own experiences, (2) students can be motivated better when they are involved in their class activities, and (3) students can be autonomous if teachers show them how. In English classroom specifically, she adds: (4) grammar should be taught, but students should be given more chances to use what they learn in the classroom. "In my class, students are asked to join in the activities more actively through speaking and writing." (5) Words should be taught in chunks, that is, teachers should teach 'collocation of words'. "What I have found from my experiences is that students know quite a lot of words, but they do not know how to put them together." (6) "Teachers should raise cultural and linguistic awareness in students even from the very beginning stage." She goes on to add, "It is not easy to practise what I believe in a real classroom. First of all, many of my students do not understand me, or do not want to understand me. They are only concerned about examinations. Their favorite question is, 'Will there be an exam?', which is very frustrating."

Kong-ju's plans for the future are to continue her studies, hoping to apply for a

Doctor of Philosophy course on English language teaching or (English) teacher education/training in any English speaking country. What she would really like to do after study is to get involved in English teacher education/training.

Membership Spotlight

edited by
Jerry Foley

Hobbies? She spends most of her spare time thinking about what activities can be used for the next English classes. "It sounds like I am such a dedicated teacher, but actually I do not have much free time. I have to do the housework when I get home. I am a mother of a six-year old girl. I spend the evening taking care of my daughter and two nephews."

Kong-ju says that she really loves to travel, and particularly abroad. Her own words are, "I love feeling like a stranger when I travel in a foreign country. I experience 'the absolute freedom' when nobody knows me and I don't know anybody. It was 1990 when I first went abroad—Italy, I spent three weeks there. Traveling opened up another world for me. After the visit I could not stop dreaming of traveling abroad. I traveled Australia in 1994, New Zealand in 1996, the UK in 2000, and France in 2001. This summer I am going to the UK again to attend my MA graduation ceremony. I look forward to July!"

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Are you working towards your next professional step up?

Calendar

edited by
Louie L. Dragut

CONFERENCES

- May 18 '02 "Reflecting on ELT in Korea" The 4th Annual KOTESOL Seoul-Gyeonggi Regional Conference. Suwon University Music College, Suwon, Gyeonggi. Info: (Email) <regina@mail.yeojoo.ac.kr>.
- May 18 '02 "ELT, the Media, and Intercultural Communication" YETA Spring Conference. Dongeui University, Busan. Info: 051-890-1227.
- May 18-19 '02 "JALTCALL2002: Local Decisions, Global Effects" The Japan Association of Language Teaching (JALT) CALL SIG, Hiroshima, Japan. Contact: (Email) <confchair@jaltcall.org> (Web) <http://jaltcall.org/conferences/call2002>
- Jun 22 '02 "Communicative Focus on Linguistic Forms in SLA" Applied Linguistics Association of Korea, Seoul, Korea. Contact: Prof. Dongil Shin (Email) <shin@sookmyung.ac.kr> (Web) <http://www.alak.or.kr>
- Jun 25-29 '02 "Knowledge and Discourse 2" Hong Kong. Contact: (Web) <http://ec.hku.hk/kd2/>
- Jul 5-6 '02 "Underlying Philosophies in English Language Education" The 2002 KATE Summer International Conference, Busan, South Korea. Contact: Dr. Sangho Han (Email) <singhap@chollian.net> (Web) <http://www.kate.or.kr>
- Jul 19-20 '02 "The Sixth International Conference on Multimedia Language Education" ROCMELIA 2002, Kaohsiung City, Taiwan. Contact: (Email) <rocmelia@pagic.net> (Web) <http://www.learn.org.tw/2002/call2002e.htm>
- Aug 5-7 '02 "2002 LSK International Summer Conference" Linguistic Society of Korea, Seoul, Korea. Contact: (Email) <hssh@sangmyung.ac.kr> or <lsk2000@hufs.ac.kr> (Web) <http://www.linguistics.or.kr>
- Aug 8-9 '02 "9th International Conference on Head-Driven Phrase Structure Grammar" HPSG-2002, Seoul, South Korea. Contact: (Web) <http://web.kyunghee.ac.kr/~lsk2002/index.phtml>
- Sep 28-29 '02 "Peace as a Global Language" Japan Association for Language Teaching (JALT), Japan Environmental Exchange (JEE), and JAPANetwork, Tokyo, Japan. Contact: J. Nakagawa (Tel) +81-293-43-1755 (Email) <janenakagawa@yahoo.com> or <jane@ulis.ac.jp>
- Oct 3-5 '02 "A New Paradigm for Innovative Multimedia Language Education in the 21 Century" Korea Association for Multi-media Assisted Language Learning (KAMALL) 2002, Seoul, Korea. Contact: (Web) http://www.kamall.or.kr/inter_conf/inter_conf_home.html
- Oct 5-6 '02 "Crossroads: Generational Change in ELT in Asia." KOREA TESOL INTERNATIONAL CONFERENCE. Sookmyung Women's University, Seoul.
- Oct 14-16 '02 "The Challenge of Learning and Teaching in a Brave New World: Issues and Opportunities in Borderless Education" Hatyai, Thailand. Contact: (Web) <http://www.uum.edu.my/colt1>
- 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>, <katchen@mx.nthu.edu.tw>
- Nov 22-24 '02 "JALT 2002: Waves of the Future" The 28th Annual JALT International Conference on Language Teaching/Learning, Shizuoka, Japan. Contact: (Email) <jalt.gol.com> (Web) <http://jalt.org/jalt2002>
- Dec 12-15 '02 "Language Testing In Global Contexts", The 24th International Language Testing Research Colloquium (LTRC 2002), Hong Kong. Contact: (Email) <egACLAR@polyu.edu.hk> (Web) <http://www.engl.polyu.edu.hk/ACLAR/ltrc.htm>
- 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, Baltimore, Maryland. Contact: (Tel) +1-703-836-0774 (Fax) +1-703-836-7864 (Email) <conventions@tesol.org> (Web) <http://www.tesol.org>

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

CALL FOR PAPERS

See the KOTESOL Conference Call for Papers on pages 17-18 in this issue, or visit the website: www.kotesol.org

SUBMISSIONS

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie L. Dragut, Hannam University, 133 Ojung-dong, Daejeon 300-791 (Email) <ldragut@mail.hannam.ac.kr>, (Tel) +82-(0)42-629-7387.

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continued from page 8

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continued from page 29

about events quicker than others. We have our own website for discussions and resource sharing, plus we have a public web site where KTT members and their bios and presentation abstracts are posted. We also have a small library of teacher resource books (all donated by Macmillan) that presenters can check out for work on presentations.

Anyone interested in becoming a member should contact me. The primary requirement for being a KTT member is being a current KOTESOL member. Even if you lack confidence in your presentation skills, we could use your help and support with logistics, presentation development, and other areas. If interested, please send an email to me (dpm123@teacher.com). I look forward to hearing from you.

YOUNG LEARNERS SIG

by Jake Kimball

First of all, we would like to thank the Jeolla Chapter for hosting a Regional Conference in Gwangju. We saw many new presentations oriented to Young Learner issues. They were well attended and well received. Thanks to all who presented and attended.

The Fourth Annual Seoul/Kyonggi Regional Conference is scheduled for Saturday, May 18th. We will have presentations and workshops at that conference, too. In fact, plans are underway to increase the number

of YL offerings at all future conferences. If you would like to help out in any way, please contact us.

The YL SIG website is developing quickly. We have added more information, links, and articles and we expect more to be added soon. We should also mention that several of these links and articles are homegrown in Korea by teachers or organizations based in Korea.

All of this would not be possible without the support of dedicated KOTESOL members. Also, we should give a big thanks to Paul Mead, 2nd VP, for his constant support and enthusiasm for this project.

CALL SIG

by Michael Trottier

As our newly-formed KOTESOL CALL SIG continues to take small steps forward, foremost on the agenda is getting resources and people together in preparation for our all-important 'coming-out' party: the international conference in October. An international featured speaker will be invited to speak on the general nature of CALL and its potential to transform the whole language learning experience. As well, discussion panels will be set-up to discuss the versatility of CALL in helping both teachers and tech-savvy Korean students better appropriate computer technology for their language needs. Indeed, compared to the use of CALL in other technologically advanced societies, computer language applications are probably being used in a rather patchy and uneven way in Korea. Interest in CALL —

while growing — is presently limited by the lack of resources, hardware and local shared expertise which probably characterizes much of our common experience here as ESL/EFL professionals. However, some of us have indeed made some significant inroads, and with the growing participation of the CALL SIG in upcoming international and chapter conferences, we can look forward to generating a wider and more sustained interest in CALL in Korea. For more information, contact me via email at <CALLeMikey@hotmail.com>

GLOBAL ISSUES SIG

by jen lalonde

The next few months are going to be busy ones for the GISIG. The first GISIG Exhibit was held at the Jeolla Conference in April. An expanded and improved version of this display, based on teachers' excellent comments and questions, will be on show at the upcoming Seoul/Gyeonggi Regional Conference. There will also be a presentation on how the popular "Aliens Among Us" diversity simulation can be adapted for EFL settings. The following weekend, at the Daejeon Film and Drama Festival, GISIG members and student volunteers will be selling snacks to the hungry young actors and actresses. All proceeds will go to the Narinda Tech and Trade School Project in Dhaka, Bangladesh. Volunteers are urgently needed for this event. Email jen at <hyechonjen@yahoo.ca> or <j_lalonde@hotmail.com>. Global education links at www.kotesol.org at the GISIG page.

GANGWON

by Ryan Cassidy

A chapter is born!!!

On Saturday April 20th an introductory KOTESOL meeting was held at Kangnung University in Gangneung, Gangwon Province. The meeting was designed to introduce local English teachers to KOTESOL and to test the waters as to the feasibility of a chapter in this area.

What's Up in KOTESOL

edited by Michael Duffy

While organizing this initial meeting it was difficult to estimate how many people might attend, but we guessed that we might see somewhere between 40 and 50 people. As it turned out, word about the meeting traveled a lot farther and faster than anyone guessed and final attendance was close to 70 people.

KOTESOL president Robert Dickey traveled to Gangneung from Miryang to offer an informative presentation highlighting many of the benefits a KOTESOL membership brings. Craig Bartlett was also on hand, both as a resident of Gangwon and as the 2002 Conference Chair, to give everyone a sneak preview as to what members can expect at the 2002 International Conference, one of KOTESOL's biggest attractions. National 2nd VP Paul Mead made the longest trip to be there, coming all the way from Busan. He put together an impromptu presentation about KOTESOL Special Interest Groups (SIGs), demonstrating yet another way to get involved with KOTESOL.

Those in attendance were also treated to two excellent teaching presentations. The first, by James Ranalli, was a hands-on presentation demonstrating some of the principles behind teaching listening. The presentation offered some valuable tips for making teaching listening more interesting, more communicative and more effective.

A local institute teacher, Chantal Martel, pulled a lesson out of her bag of tricks that gave teachers a fun, effective and communicative way to review vocabulary with young learners. Chantal designed the lesson to be flexible enough to adapt many different classroom settings.

In the end, 19 of those in attendance immediately became members, with a few more promising to sign up in the days following the meeting. Combined with the existing members of KOTESOL living in Gangwon, we now have more than the prerequisite 20 members to form a chapter and it seems safe to say that the meeting was a success.

We are planning to hold our first regular chapter meeting on June first once again in Gangneung. Hopefully at that time the members of the newly formed Gangwon KOTESOL Chapter, can begin to chart the course they want our chapter to take.

Many thanks to all those that made the meeting a success. To all those that traveled great distances to help us out, thank you. Douglas Margolis was a huge help in organizing a KTT speaker. Thanks Doug. And finally, thanks to everyone that attended the meeting. I look forward to seeing many of you again on June first.

SEOUL

by Myung-Jai Kang

At the Chapter meeting on Saturday, April, 20th, David Berry from Hankuk University of Foreign Studies gave a wonderful presentation entitled "Using 'Titanic' to teach English: ship of dreams for students". The Seoul monthly meeting takes place in room 715 of the main building of Sook Myung University on the third Saturday of each month except May.

On Saturday, May 18th, instead of having the regular meeting, we are going to hold the Fourth Annual KOTESOL Conference co-hosted by Seoul and Suwon-Gyeonggi Chapters. The venue for the conference is the Music College of Suwon University. This year's theme is "TESOL 2002: Reflecting on ELT in Korea". Please come and join us! We'll make sure you won't be disappointed at the conference.

JEOLLA

by Adam Lee

This month's chapter meeting will be on May 11th at Jeonju National University. Adam Lee from Kunsan National University will be presenting a smorgasbord of ideas for task-based activities using food recipes. This semester's series of chapter meetings will conclude on June 8th at Chonnam Girl's High School in Gwangju. Two presentations will be given at both meetings.

Jeolla KOTESOL's Regional Conference took place last month at Chosun University in Gwangju. There were twenty presentations that were attended by around 200 participants throughout the day. Among the visitors was a large group of Korean elementary school teachers from the Gwangju area. Jeolla KOTESOL's founding president, Dr. Park Joo-kyung, from Honam University, returned as this year's plenary speaker. Presentations focused on young learners, cooperative learning, and Korea's new policy of Teaching English Through English (TETE).

May is a busy month for many Jeolla KOTESOL members, with activities happening on almost every weekend. A sizable group of members will be traveling to the Seoul/Suwon KOTESOL Regional Conference on May 18th to show their support, and a few will be giving presentations. Other members will be taking groups of their students to compete at Daejeon KOTESOL's English Drama Festival on May 25th.

DAEGU-GYEONGBUK

by Julie Stockton

Chatting, catching up, seeing old faces, meeting new friends, sharing ideas and finding out where the good restaurants are, browsing the book table and finding a really great book to take home; these are all a part of our meetings.

We had a good turnout in March to hear Andrew Finch discuss "Reflective Learning and Action Research." Self-

reflection was Dr. Finch's key point. Reflecting on classroom practice and experience is productive for both teachers and students. Self-reflection about learning asks students to think about their learning needs and goals, study habits, participation and abilities. Dr. Finch said that reflection is a process, not an outcome, and that his goal is to get students thinking about these things.

For an instructor, reflection is an important process and a precursor to action research. Teachers might reflect on what works and doesn't work in their classes, or they may discover a common concern among students when they survey students' thoughts during self-reflection. Action research is a great tool for observing which practices produce the best results in our classrooms.

We also had some fun with language as we tried to understand Steve's "English Word Humor." It was a fun discussion among small groups. Among those that everyone liked best was "giraffiti." Giraffiti might mean "vandalism spray-painted very, very high."

Hope your semester got off to a great start. We look forward to seeing you the first Saturday of any month at Kyongbuk University in Taegu. If you want to know more about us, please look at <http://www.kotesol.org/taegu/events.htm> for our latest chapter bulletin.

CHEONGJU

by KohTae-sul

For our second meeting on April 27th we had our local member, Jim McMillan, give a presentation on error correction. He led an informative discussion on the subject and the language instructor's role as error analyst. Whether we are grading our university students or just evaluating their progress, error correction in class has become a topic of much debate. Thanks to Professor McMillan's insights, we can consider the issue with a different perspective. We encourage you to check out our local website for more details of the presentation (<http://www.kotesol.org/chongju>) and to get a view of the presenter!

In the hopes of developing a trend, we have invited another Cheongju member to speak at our next meeting and we invite all other members to consider giving a presentation. On May 25th, Colleen Chapco will provide statistical data on the preferences of adult Korean students and their perceptions of EFL instructors.

As always, it will be held at Chongju University in Room 312 of the Humanities Building ("In Moon Dae" Building) at 2:00PM. Hope to see you there. Website: <http://www.kotesol.org/chongju> E-mail: chongjukotesol@hotmail.com

SUWON-GYEONGGIDO

by Dr. Mijae Lee

On April 6th about 30 people enjoyed our meeting with a presentation by Professor Guglielmo De Masi from Kyonggido English Teacher Training Center on "Why don't our students speak English?"

On May 4th this chapter will have its 28th meeting with a presentation by Prof. Joe Kilbride from Kyonggido English Teacher Training Center. And then, on May 18th, at the Music College of Suwon University, we will be holding the 4th TESOL conference to be jointly sponsored by Seoul and Suwon-Kyonggido Chapters. This year's theme is "Reflecting on EFL". The call for papers is on the Seoul Chapter homepage, where its deadline is extended to April 27th. You are invited to present your papers.

BUSAN-GYEONGNAM

by Jason Renshaw and Roger Fusselman.

"The best laid plans of mice and men," et cetera and so forth, came down upon us in March, as our two planned speakers, for unrelated situations beyond their control, couldn't make their presentations. What happened next was a testament to the resourcefulness of our Busan-Gyeongnam veterans. Paul Mead and T. J. Everest. T.J. gave mini-presentations on some of their best classroom techniques, until Roger Fusselman, our substitute presenter,

arrived. Roger gave us a thought-provoking and humorous presentation on the use of funny songs in the classroom, a presentation augmented effectively by CDs and by comments and debate from the audience. It proved to be as happy an accident as one can expect. Hats off to everyone in attendance for pulling off a productive, insightful, and entertaining meeting - despite the mishaps.

Then, as a special treat, our planned speakers for March were our presenters for April. Jason Renshaw presented on psycholinguistic issues with young learners, and Yang So-Young, an expert storyteller, discussed storytelling techniques. We have an interesting speaker in mind for our May meeting, which we are not yet at liberty to divulge, proving once again that the Busan-Gyeongnam chapter is full of surprises... The smallest of hints available is that the speaker may be coming from offshore, and she will be discussing an Action Research project on female college students.

KTT

by Doug Margolis

As the conference season gets under way, KOTESOL Teacher Training is keeping busy. Dr. Peter Nelson and Gerry Lassche traveled to the Jeolla Conference last month to represent KTT, and James Ranalli, one of our newest presenters, helped kicked off the new KOTESOL chapter in Gangwondo. Look for KTT presenters at conferences near you!

Over the course of the year, KTT gets a lot of inquiries regarding teacher training and TEFL certificate programs in Korea. KTT is not a certificate program at this time, but rather a collection of presenters who volunteer their time to develop presentations of value to both Korean and non-Korean teachers throughout the country.

There are many benefits to being a presenter. One, you get presentation opportunities, plus become part of a team of presenters, who via discussion and feedback can help you improve your skills. Moreover, KTT presenters often get news

continued on page 27

Who's Where in KOTESOL

NATIONAL OFFICERS & COMMITTEE CHAIRS

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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.**

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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 "한국어교육진흥원(KOTESOL)" at Kwangju Bank (광주은행), account number **004-107-002321**. If you transferred funds online, please indicate:

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Chapter Affiliation (circle your choice): Seoul, Gyeonggi-Suwon, Cheongju, Daejeon, Daegu-Gyeongbuk, Busan, Jeolla, Gangwon, 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.)

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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 8 active chapters: Jeolla, Daejeon, Chongju, Suwon-Kyonggi, Seoul, Daegu-Kyongbuk, Busan, and Gangwon.
2. Can participate in KOTESOL SIG (Special Interest Group) activities, which currently include Global Issues, Research, Writing & Editing, Young Learners, and Teacher Development & Education.
3. 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.
4. Receive *The Korea TESOL Journal*, an annual publication featuring both practical and theoretical articles and research reports.
5. Receive the annual *Conference Proceedings*, a publication of papers and important releases from presentations of the annual International Conference and Educational Materials Exposition.
6. Receive a local chapter newsletter (whichever chapter you officially signed up through).
7. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference and other events (drama festivals, regional conferences, etc.).
8. Opportunities to build a network of important professional and cross-cultural contacts.
9. Access to the latest in quality teaching resources and related materials.
10. Access to employment postings and the Employment Center.
11. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
12. Opportunities to give presentations at KOTESOL venues and publish articles in *TEC*, *the Korea Tesol Journal*, *Conference Proceedings*, etc.
13. 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, see the 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!

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Rev. 2002-01-10

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.

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