



KOTESOL

대한영어교육학회

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THE ENGLISH CONNECTION 2002

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Among the many techniques teachers use to help their students learn another language, few are as well known—but insufficiently used—as elicitation. Although we frequently give verbal or visual prompts to our students to get them to respond in either controlled or unstructured classroom environments, we commonly use only three or four methods. This is usually because we are familiar and comfortable with them, or because we are not aware of many diverse alternatives. Given this paradox, it is valuable to consider different facets of elicitation: why it is used, language features that can be elicited, useful classroom materials, and different techniques. In particular, different methods for verbal error correction are identified and explained.

Elicitation: Concepts and Error Correction Techniques

by Peter Nelson

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Managing Editor

-- we are seeking a new Managing Editor --

Column Editors

Robert J. Dickey (President's Message)

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

Trevor H. Gulliver (Web Wheres)

(Email) <kotesolpubs@yahoo.com>

Terri-Jo Everest (Word Whys)

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

Louis L. Dragut (Calendar)

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

David McMurray (Pan Asia)

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

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

Editorial Staff

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

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

Demetra Gates Choi (Editor-at-large)

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

(Email) <gatesde@taelup.taeg-e.ac.kr>

Dr. David Shaffer (Editor-at-large)

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

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

Section Editors

Kirsten Reitan (Features, Editor-at-large)

(Email) <kotesolkirsten@yahoo.com>

Douglas Margolis (Training Notes)

(Email) <dpm123@teacher.com>

Michael Duffy (What's Up in KOTESOL)

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

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

Jerry Foley (Membership Spotlight)

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

(Email) <jmfoley@hotmail.com>

Stephanie Downey (Techniques)

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

Jen Lalonde (Global Issues)

(email) <j_lalonde@hotmail.com>

Production

advertising by **Robert J. Dickey**

(see info above)

this issue's layout by **Robert J. Dickey**

(see info this page)

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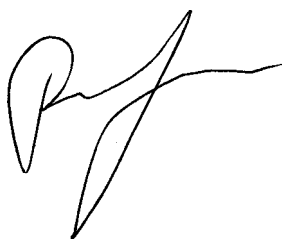
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Seeing the future

We professional educators have future-oriented directives.

Rather than producing X number of “widgets” per day, our aims are to develop the underlying competency necessary for our students’ future skills, knowledge, and performance. After all, we know that learning does not progress on a smooth, even basis; there are ebbs and flows, and both learners and teachers alike can be disappointed when the learning growth curve plateaus. We must look beyond this week, this month, or this semester.



President's Message

by
Robert J.
Dickey

It is natural, therefore, for a president to look beyond the immediate present when considering the work of a teachers’ society. As ever, we must consider the past as we envision.

English has been institutionalized within the elementary school curriculum for several years now, and these early English students are now entering middle and high schools (and beyond). They will likely have better “English conversation” skills; this will influence how they handle grammar-based lessons in secondary school. It appears that the new secondary school curriculum won’t adjust far enough, and that this will create hardships for teachers and students alike.

Students’ reading and writing skills will decline. The high school curriculum has added great emphasis on listening (and to a lesser degree, speaking) without adding a commensurate amount of lesson time.

University general studies English programs will shrink. This one is controversial, but let’s face it, English has been something of a fad the past seven years. Some universities are already starting to cut back on the number of hours required, others are discussing removing the requirement completely for some majors.

Fewer class offerings will allow more selectivity in the hiring of English teachers. We can see a parallel with Japan in the 1990s, where university employers began requiring MATESOL or equivalent degrees and most private language institutes required some type of teacher certification (or an unpaid orientation/practicum). Expect proof of initial and continuing professional training as a requirement for both expatriates and Koreans alike in better-paying positions.

KOTESOL will continue to grow, and become formally recognized by employers. The first step begins this autumn, when the international conference returns to the traditional requirement that all attendees be current members. That’s a pull to membership. The push will begin when employers recognize KOTESOL conferences, SIGs, and chapter meetings as important forms of continuing professional development. That day is coming. Some employers are now paying conference and membership fees for their faculty.

Changes in English education in Korea will lead to greater professionalization in the teaching community. Primary and secondary school teachers are already faced with curriculums that don’t match their skills & training; their memberships are rising. Change will inevitably continue at all levels, from pre-school children to business English classes. I believe KOTESOL can and should be at the forefront of the movement to upgrade teacher competence.

Communicative competence in Korea will continue to rise. The pre-service language skills of young teachers, plus professional development activities, will result in Korean self-sufficiency for English language instruction within the next two decades. Many more Koreans with near-native fluency and a high degree of teaching expertise are coming forward. It is they, and not the expatriates like myself, who are the future of English education in Korea.

Collegially,

continued from page 1

Why do we elicit?

While the concept of elicitation is well known, many teachers do not realize why it is used. There are several reasons, but the main purpose is to increase student involvement, motivation and participation (Harmer, 1991). When the teacher in a friendly, non-threatening manner singles out a student to respond to a question, for example, the student can easily feel (s)he is receiving special attention and encouragement. Even when the teacher prompts a small group or the entire class, there is a sense of individual identity, purpose and incentive to participate in the activity. While this desire for recognition is perhaps most obvious in children, it is also evident in older students and adults. In essence each of us wants to feel valued, and elicitation aids this desire.

There are other reasons as well. Elicitation enables the teacher to see what students already know, or perhaps have recently remembered and applied. It is a form of testing and can be used for this purpose. It can be used to acquaint students with objectives of a lesson, or to bring embedded information to the front of their minds. Last, because it is feedback based, it can be used by either the student or teacher to dictate the pace of interaction for new or recalled information. These diverse functions, therefore, ensure that elicitation holds an established place in the teacher's quiver of techniques and methods.

What can a teacher elicit?

This is simple to answer—virtually everything! The resourceful teacher can elicit vocabulary, elements of grammar, language functions, word context and even ideas. Elicitation is not restricted by aspects within language, but by lack of imagination or unwillingness to experiment. Even time need not be a hindrance, as individual exercises can take as little as 30 seconds.

What materials can be used to elicit?

A wide variety of teaching materials can be used effectively. Standard classroom items include flashcards, wall charts and board drawings, with the teacher pointing

out or otherwise indicating special features that underlie the prompt. With a little creativity, however, much more can be done. Role play, mime and gestures are imaginative uses, as are questions. Special applications include realia (e.g. postcards from other countries, household items) or Cuisenaire Rods (Scrivener, 1994). Even coins can be used: for example, to illustrate prepositions of place, the teacher can hold one coin stationary and use the other to go “above,” “under,” “next to,” and so on, asking students to say aloud the next preposition as the coin is moved into different positions.

What types of elicitation exist?

The versatility of elicitation lies in the combination of purpose and classroom materials (Cross, 1999). Simplified activities such as choral response can be limited to hand and finger motions, or by showing flash cards, photos or pictures to students. Yet more evocations are possible: gap fill exercises, illustrative

in front of peers when performing, yet the teacher—in controlled exercises—must often indicate where an error has occurred (Brown, 2001). Effective correction should be brief, non-threatening, non-humiliating, have lasting impact and, hopefully, provide a role model for other students. Elicitation satisfies these criteria and also provides a wide variety of useful techniques that are adaptable to many different situations.

Perhaps the most common technique is using your fingers to isolate errors (Scrivener, 1994, Underhill, 1994). For example, you may have asked In-ah what she did last night, and she replies, “Last night I eat chicken at KFC.” You can make the correction orally, but an oral/visual combination makes a stronger impression. To do so, hold out your hand so all fingers are visible, and then consecutively touch a finger and repeat each word up to the error. At this point you hesitate, repeat the error in a questioning fashion, and wait for the correct answer. Hence “Last—night—I—eat???—chicken.” If In-ah doesn't understand at first, repeat the

Asking familiar ‘Wh’ questions can often evoke correct responses

body language, guessing and predicting (as in movies or fairy tales), using synonyms and antonyms, and getting students to respond to common sounds (animals, vehicles). More exotic techniques include communication games that stress verbal or visual cues, or memory games in which each student adds another piece of information to a story. These forms can be targeted to an individual, small group, or the entire class, in each of the four communication skills. Selection is generally dependent upon time available, the teacher's purpose, class skill levels, and other objective criteria, not inherent limiting factors within elicitation.

How can I use elicitation to correct verbal errors?

The educational value of elicitation is apparent when the teacher needs a tactful yet impressionable way to correct speaking errors. No student wants to look foolish

procedure, which generally produces the desired correction. If this still does not work, ask the class for the correct answer, then repeat the entire sentence with them.

Referring to another student or the class for error correction is a popular form of elicitation. Korean students genuinely enjoy choral response activities, and this is a good way to engage everyone without making any one student feel insecure by possibly providing an incorrect answer. If you prefer asking only one student and not the class, be sure to ask different ones randomly lest it appear that one or a few are disproportionately favored.

A variation of the above is to tell the erring student or class the category of error. With In-ah, for instance, the teacher can say “verb tense” to evoke a better response. Other prompts: saying ‘pronunciation’, ‘article’, ‘noun’, ‘syntax’ and so on, help students correct their own mistakes while reinforcing rules of grammar or speaking characteristics. Moreover, the method engages them verbally.

Gestures are wonderful ways to highlight errors, especially if done so using humor. Frowns, looking shocked, grimaces and the like can put students at ease while successfully addressing a problem area. I occasionally combine a gesture with a remark to get them laughing. For example, when an incorrect answer is given to my question, I may say "Good answer," give a 'thumbs up' and look positive. Then, a few seconds later, I give a 'thumbs down' and say "Wrong!" in a lighthearted way. Students frequently wait for this correction technique and focus intently on my questions, wondering who will be the next culprit. Although helpful, it is important not to overuse this approach as it will quickly lose its effectiveness.

Two other techniques are useful to both teacher and students. The first is using concept questions after the mistake occurs. If appropriate to the type of mistake, asking familiar 'Wh' questions can often evoke correct responses from the erring student or the class itself. In the case of In-ah, however, asking "When?" might be confusing, since she correctly said "last night" but got the verb tense wrong. A better way might be re-stating the error and then asking, "Is 'ate' past tense?" or "What tense is 'ate'?" Using direct yes/no and simplified concept questions, then, can be effective tools to help students recognize errors and make necessary corrections.

The second technique is to use time lines. When discussing verb tense patterns, for example, I may go to the whiteboard and draw a horizontal line sufficiently large for the whole class to see easily. I then divide it using spaces at approximately 25 centimeters intervals, and label the segments as Past, Present and Future. If, say, the verb is simple past tense, I put a short vertical line or an X in the Past segment, as in "Last night I ate at KFC." I can also make a comparison to the past continuous tense by drawing two vertical lines or multiple XXX's 4-5 cm apart, as in "Last night I was eating at KFC." (Figures 1 and 2)

With advanced students, time lines can show more complex relationships, as in "Last night my hand phone rang while I was eating at KFC." Verbally describing these two past activities can become a

nightmare, yet they can be easily illustrated. In this instance, I place several large XXX's about 10 cm apart in the 'Past' section to show the ongoing act of eating. I then place a smaller X within the lines, to show that the phone rang for a short period while I was eating. This technique can be extended to even more complex patterns, as in "While I was eating last night at KFC, I knew the phone would ring in my office tomorrow morning," which combines simple past, past continuous and anticipated future tenses in a tortuous yet illustrative way. (Figures 3 and 4)

only the class as a whole. If appropriate, parallel examples are given using the time line structure.

A final technique here is to give another linguistic pattern, then ask the student or class to provide additional examples. If you want to show the difference between an infinitive and a gerund, for instance, you could say, "I like to fish"; "I like fishing." After students see the pattern, you can proceed to new examples: eat/eating, drink/drinking, walk/walking and so on. Using the In-ah example above, a contrastive form could be "ate/was" eating,

and done after the first verb tense error is corrected. It is important, however, that the students see and understand the correction before you give another pattern.

Elicitation is a powerful technique that serves several purposes. It is a gentle error correction tool that also has a wider variety of applications. Moreover, when used effectively, it can encourage students to be more attentive while improving their communication skills. Like any other teaching method, though, the teacher must determine when elicitation is suitable, for how long, and in what context. Knowing this, s/he is then free to choose the most appropriate method.

The Author

Dr. Nelson teaches at Chung Ang University in Seoul and is active in KOTESOL as a presenter, editor and writer. This article is a prose version of an elicitation presentation he has given at KOTESOL conferences. He may be contacted at peternel@cau.ac.kr or peterprofessor@hotmail.com.

References and Annotations

Brown, H.D. (2001). *Teaching by principles: an interactive approach to language pedagogy, 2nd ed.* White Plains, NY: Addison-Wesley Longman. [Ch. 17 (Teaching FeatuSpeaking) sets out a model for the correction of speech errors.]

see Feature on page 15

Figure 1. "Last night I ate at KFC."

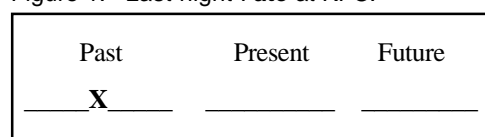


Figure 2. "Last night I was eating at KFC."

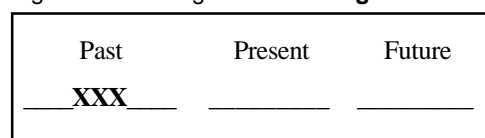


Figure 3. "Last night my hand phone rang while I was eating at KFC."

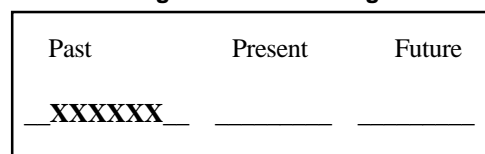
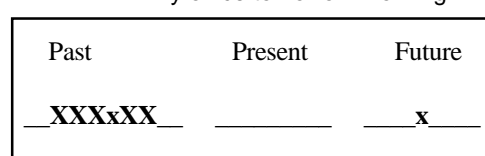


Figure 4. "While I was eating last night at KFC, I knew the phone would ring in my office tomorrow morning."



The point here is to use the technique sparingly and to ensure it is adapted to your students' capabilities. In this instance there are twin objectives: explanation and elicitation. Accordingly, after I explain the time line I use a pointer to highlight the different verb forms, and then ask the students to say what the corrected sentence is. Given the high possibility of failure in understanding exactly what is wanted, I never ask an individual to make a sentence,

Top Down & Bottom Up Listening Instruction (Part I)

By James Ranalli

Training Notes

edited by
Douglas Margolis

Editor's Note: This is the first half of a two-part article about teaching listening skills.

Field (1998) observed that “teachers focus on outcomes of listening, rather than upon listening itself, upon product rather than process.” This means there’s a tendency to focus on the answers, rather than on how students arrived at them. While producing correct answers is important, especially in an exam-driven educational system, the important focus for learners should be on the processes of listening. That is, how is it possible to listen to the strange sounds of a foreign language and make meaning?

Another tendency in teaching listening is that wrong answers are generally swept under the rug. (One writer has summarized current listening methodology as “give the answers and move on.”) The fact is, however, that wrong answers are usually more instructive than correct ones. To really teach listening, says Field, “teachers need to follow up on incorrect responses in order to determine where understanding broke down.”

Top-down versus bottom-up

Part of the problem is that listening exercises nowadays tend to focus too much on top-down processing. Before students listen, they are usually prompted to make predictions and to use pre-existing knowledge about the world, the context/situation, the topic at hand, and so forth, in order to make logical guesses about what they are listening to. With this

“schematic” knowledge they can fill in any gaps in their perception and avoid straining to hear every word.

Now this is good – and necessary. Learners must exploit top-down knowledge when they listen. For this reason, teachers should build up student tolerance of ambiguity, helping learners to be comfortable making guesses and filling in gaps without a hundred percent certainty. Fortunately, many listening materials currently in use support this type of practice.

Moreover, top-down listening is also advanced by giving students practice at listening for different purposes, such as listening first for gist and then again for detail or inference.

The problem with top-down listening practice, however, is that too often the other half of the equation, bottom-up processing, gets left out. Bottom-up processing is the nuts and bolts of listening. It refers to the way we perceive individual sounds, hear them in words and phrases, and chain these words and phrases into propositions that carry meaning. When people listen, they use both top-down and bottom-up knowledge in combination to make sense of what they hear. It follows, then, that learners will need practice in *both* types of processing to become good listeners in the target language.

Where to start – reworking the basic listening procedure

The first step, according to Cauldwell (2002), is that “teachers should be provided with the skills of observing and explaining the features of fast speech.” This means that we may need a bit more training in phonology. (An excellent resource for introducing yourself to connected speech, as well as other fundamentals of phonology, is the book *Sound Foundations* by Adrian Underhill, published by Macmillan-Heinemann.)

Teachers should also become familiar with other non-phonological characteristics of fast speech. Field (1998) and Cauldwell (2000) have identified some of these:

- * hesitations, repetitions and false starts
- * long, loosely structured sentences
- * turn-taking features
- * ellipsis
- * non-standard grammar

This knowledge increases understanding of spoken English and can help teachers identify where students are having problems.

The next step is that we should not shelter our students from authentic listening material, as so often happens, on the grounds that it is “too difficult.” ELT listening texts that have had the “warts and all” of natural spoken English sanitized out of them may make for problem-free listening activities, but they are not preparing learners for real-life interaction. The challenge for teachers is to find authentic or semi-authentic materials, which are appropriate to the students’ level and which offer challenging but achievable tasks.

Next, we need to give attention to the process of listening. This means focusing on the steps that one goes through while listening, which varies depending on purpose and content. For example, attention changes depending on whether we are listening for specific information, like directions to the post office, or merely entertaining ourselves watching a soap opera. Helping students think about their attention and how they apply it to different listening tasks may help them better negotiate meaning.

Finally, avoid sweeping student mistakes under the rug. You don’t need to emphasize that students made a mistake, but look at errors as learning opportunities. Something was misunderstood or not heard properly. Direct student attention back to the trouble spot and do some “microteaching,” a topic that I’ll cover in more detail in the next issue.

see Training Notes on page 15

Greetings to all fellow KOTESOLers.

The work for the 10th Korea TESOL Conference continues. Even though it is summer, we on the Conference Committee continue to work to make sure that this Conference will be one to remember. There have been a number of developments since the last Conference Column – allow me to bring you up to date.

First, we are glad to announce the confirmation of two more **Invited Speakers** for the Conference:

Martin Bygate is Senior Lecturer in the Graduate School of Education at the University of Leeds (UK). He has done extensive research and writing in the areas of teaching oral communication and the use of tasks in language learning. We look forward to Dr. Bygate's participation in the Conference as a Plenary Speaker.

Pauline Rea-Dickins is Reader at the University of Bristol. She has done research and writing in the area of testing and assessment, an area that has not traditionally received a lot of attention. She is a recent recipient of the Frank Bell Prize for excellence in ELT writing for a recent book she co-authored on assessment. Dr. Rea-Dickins will be a Featured Speaker.

Both these Invited Speakers have contributed to the series *Language Teaching: A Scheme for Teacher Education* (OUP).

Second, I'd like to write about the **pre-registration procedures** for this year's Conference. Some of you may be wondering about the fact that you haven't seen any pre-registration forms in recent issues of TEC yet. Well, that is because there won't be any. This year's pre-registration procedure will be done **online**. Beginning this year, you don't fill out pre-registration forms and fax them in. Instead, you visit the Conference website

(www.kotesol.org/conferences/2002) and follow the links to our online pre-registration form. Fill out the form, click on "Submit", and you will receive a confirmation number in your email shortly thereafter. We all hope that this online procedure will be quick and easy, and that it will take some of the hassle out of the pre-registration procedure.

Thirdly, the process of reviewing the presentation proposals has begun, now that the submission deadline has passed. It looks now like our Conference may become more "International" than ever, as we have received a huge number of presentation proposals from abroad. This is indeed promising news, as it means Korea TESOL is becoming increasingly well known internationally, and scholars and teachers from around the world are seeing Korea TESOL as a legitimate place to report the results of their work and research. This is due to the hard work of many people, both in the past and in the present, who have endlessly sought to make this organization the best it can be. To all those people, I can only say that your efforts are much appreciated.

Finally, I'd like to share some personal reflections with you. As I write, a nation is amazed, astounded, and gladdened by the exploits of twenty-three of its citizens, as the Korean national football team make a dream run at the World Cup final tournament. It is truly amazing. This team is achieving things that no one expected, perhaps not even the players themselves. They should be congratulated on their tireless effort, their hard work, and their marvelous showing.

Yet, it should not be overlooked that this team is achieving such tremendous results is due in no small part to the efforts of an expatriate – namely Guus Hiddink, their Dutch coach. It is through his insistence on hard work and tough physical conditioning, and his ability to implement

a successful playing system, that the Korean team have been able to achieve what they have achieved. As I have watched this sports drama unfold, those facts have not been lost on me. To me, I hope that Guus Hiddink's success with the Korean team might be seen as an object

Conference

2002

by
Craig Bartlett

lesson for many. Namely, I hope this success might cause others to realize that the expatriates who come to Korea to work genuinely want Korea to be successful in the world arena.

Perhaps the very fact that our organization exists serves to show people in Korea and abroad that it is possible for Koreans and expatriates to work together productively and respectfully to achieve a common goal. It may sound like a bit of a platitude, but we are truly in this together. All those, Korean or expatriate, have something to offer in the ELT world. We are all interested in improving the learning conditions for learners of English. We are all interested in developing the art and craft of teaching. Does everything go well all the time? No. However, if we keep our common goal in mind, we can achieve much. With that in mind, we hope that the 10th International Conference will contribute to the goal of improving English language teaching here in Korea.

See you next issue.

Cheers,

Craig Bartlett
Chair, KOTESOL Conference Committee

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Action research is about understanding our own classroom first, and telling people about it afterwards.

In view of requests for more information, this article continues to look at the “nuts and bolts” of action research. The question of disseminating information will therefore be postponed to the next article.

Action research starts with inquiry in and about the learning environment. Thus AR is different from other research in that:

- i. it is carried out by the practitioner (classroom teachers);
- ii. it can be collaborative or individual;
- iii. it is situational (identification and solution of problems in a specific context);
- iv. it can be aimed at changing things (improving the current state of affairs) (Nunan, 1992:17).

Here are some sample issues that a teacher might want to investigate:

1. How much time do I spend talking in the classroom?
2. How do I correct errors?
3. How much feedback do I give to the learners?
4. How do I provide this feedback?
5. How much time do I allow for my learners to interact with each other?
6. How much of my lessons do I spend in teacher-fronted activities?
7. How can I improve my classroom management skills?
8. How much attention do I give to individual learners?
9. How do certain tasks promote collaborative work?
10. How do learners carry out the same task in different ways?
11. How difficult do some learners find certain types of tests?
12. How do certain classroom materials work better than others?
13. How learners are better motivated in some classes than in others. (Rhea-Dickins & Germaine, 1992:65, 69)

When carrying out the investigation, we need to have a plan of action, just as in other types of research. Action research therefore involves:

- a. **Planning** action to improve what is already happening;
 - * Select your setting (learning situation)
 - * Identify what you wish to evaluate.

- * Narrow your focus as much as possible.
- b. **Acting** to implement the plan;
 - * Select or design your data collection procedures.
- c. **Observing** the effects of action in the context in which it occurs;
 - * Collect the data
- d. **Reflecting** on these effects as a basis for further planning, subsequent action and so on, through a succession of cycles.
 - * Describe the data collected.
 - * Analyze these findings with reference to your original purpose(s).

(Adapted from Kemmis & McTaggart, 1982:7)

Note that this sequence is process-based and formative, in that the research is designed to feed back immediately into the learning environment, in a continuous process of inquiry and adaptation.

When collecting data for the “Observation” stage, there are a number of qualitative observation methods that can be used:

1. Self-assessment forms: Learners benefit from keeping an ongoing record of their learning and responses to the program of instruction. Teachers can adjust the program according to this information.

2. Questionnaires: E.g.: learning preferences, learning environment, language-learning beliefs, Multiple Intelligences Survey (MIS), Classroom Environment Questionnaire (CEQ), Learning-style Inventory, Strategy Inventory for Language Learning (SILL), Foreign Language Classroom Anxiety Scale (FCLAS), Classroom Environment Scale (CES)

3. Observation: The teacher watches and describes events in the classroom. A video can be used for this, either used by a student, another teacher, or set up on a tripod.

4. Checklists/inventories: A guest teacher can also be useful for making checklist-style observations. As with #3 above, checklists can be extremely useful in identifying information which is easily quantifiable and objective. Thus the teacher might simply be interested in his/her use of classroom language, or even in the amount of time he/she spend talking in the class.

5. Interviews: These can be a valuable source of student opinions and perceptions about learning, but we need to remember that the responses given in an interview are open

and non-predictable, and can therefore involve a great deal of time spent later in listening, transcribing, and looking for patterns of behavior and opinion. It is important to limit the number of questions in an interview session.

Research Acts

by
Andrew Finch

6. Teacher-diary: Information provided by diaries is not restricted by multiple choice questions or checklists. These provide an interesting teacher/learner perspective on classroom practices.

7. Learner-diary: Learner diaries are useful means of observing and promoting the learning process. These can be successfully triangulated with other observational instruments.

Depending on the students themselves, we need to consider the language used for these instruments. Are they functioning solely as sources of information (in which case it might be best to present them in the L1), or are they also part of the learning process? (in which case the target language might be used)? As mentioned in point 7, any of these methods can be triangulated to produce a composite picture of perceptions, opinions, and behaviors. If we use a number of subjective research instruments to examine the same issue, then results from these can be compared, and an overall picture emerges, instead of a single snapshot.

Remember that the goal of AR is to improve the immediate learning environment. Thus information about things that don't work is just as valuable as information about things that do work.

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Context: Indonesia

By Esther Kuntjara

Global Contexts

edited by
jen lalonde

Demographic Information on Indonesia

The Republic of Indonesia has a population of over 200 million people, consisting of different ethnic groups, and approximately 670 languages. The largest ethnic group, which comprises about 45 percent of the Indonesian population, are the Javanese, who live primarily on the island of Java, which is the fifth largest island in the Indonesian archipelago. In Java alone, there are approximately 170 related but mutually unintelligible languages. *Bahasa Indonesia* was declared the national language of Indonesia long before Indonesia gained independence in 1945. It is the most widespread *lingua franca* in Indonesia and has confirmed its status as administrative language and the medium of instruction in education. The Indonesian language uses a Latin alphabetic writing system. The choice of Indonesian (*Bahasa Indonesia*) as a national language is remarkable. It was a politically fortuitous choice because it was so strongly associated with nationalism. Today, Indonesian enjoys high prestige in an extremely linguistically diverse country as the official language of government, education and mass communication, while local languages are still spoken at home, at school, in offices, in local gatherings and traditional rituals.

English in Indonesia

Before Indonesian independence, the foreign language widely used in Indonesia was Dutch, due to the Netherland colonization period in the archipelago which lasted for over three hundred years.

After independence, English as a foreign language was taught as a required subject in schools starting in elementary school and continuing to high school. English was regarded as the most important foreign language students had to learn since English was widely used as an international language. Students learned mostly English structure and reading. The medium of instruction was mostly Indonesian since most English teachers themselves were not confident enough to speak the language. As well, students had to be prepared to face the state final exam which consists of questions in grammar and reading comprehension. The result was that students were hardly able to communicate in English after they graduated from high school.

At present, English is still taught as a required subject for all students from elementary school to high school. The English curriculum has basically stayed the same, i.e. focusing mainly in English structure and reading. Instruction is given in a mixture of English and Indonesian. Big classes in many Indonesian schools also make it difficult for the teachers to teach oral communication effectively. Globalization has caused many Indonesians to feel the need to master English communication. Many students take extra-curricular classes, which are usually smaller, to learn to speak in English. Many of them are also taught by native speakers of English. There are also kindergartens and primary schools which use English as a medium of instruction. Hence, more and more Indonesians are using English for communication. The ability to communicate in English has also been considered prestigious for the speakers, while it also enhances their global communication ability.

At the tertiary level, English is offered as an optional subject to non-English majors. Many faculties offer English classes for specific purposes based on their departmental needs. Those who want to deepen their English will enroll in either an English Teacher Training Institute or in the English Department where students learn English literature and linguistics. The curriculum in the English Teacher Training Institute provides the students with

language teaching methodology and teaching practice besides strengthening their speaking, reading, listening, and writing skills in English. Applied linguistics is taught as a support to their teaching profession. The skills courses are also taught to the students of English literature and linguistics as well. Here, students are encouraged to develop their ability to analyze English literature, and apply their knowledge in linguistics to analyze the use of language in natural settings. The English curriculum also addresses the needs of students to learn the cultures of English-speaking peoples. Hence, at upper levels, courses are offered more as interdisciplinary studies of language, literature, and culture. Recently our university has started to prepare for the establishment of a bilingual (Indonesian and English) program for non-English departments even though the implementation of it may still have a long way to go.



Esther Kuntjara, PhD

Native English speakers who would like to teach in Indonesia may find that the salary many institutions provide for them is not comparable to the remuneration given by other Asian countries like Japan, Korea, or Hong Kong. In my own university, most native English speaking teachers are sponsored by other organizations outside Indonesia. Others come to teach in Indonesia to do some research of their own while teaching. I believe it is necessary for native speakers of English to learn the local culture before embarking on their teaching job.

The Author

Dr. Kuntjara is faculty member of Petra Christian University, Surabaya. Email: estherk@peter.petra.ac.id

In Response to . . .

Setting the Record Straight: Presentation-Practice-Production (PPP) and Task-Based Learning (TBL), by David P. Ellis

Editors' Note: We welcome readers' comments, and will endeavor to publish them as space allows.

I'd like to thank Mr. Ellis for raising many key concepts relevant to language teaching. However, I would like to respond to his charge that the results of a study (Makarchuk 2000) I conducted in which I compared two ways of language teaching, one using PPP and the other TBL, are largely invalid.

Ellis (2002b:8) claims that "the research was predicated on the false notion that it is feasible to compare TBL and PPP." He takes the view, I think, that the two entities are fundamentally different. I quite agree with Ellis about this, but I'd like to point

the explicit language content-the lexical chunks. If other language learning occurs, all the better.

I assert, then, that it is possible to compare a treatment based on PPP and using particular language content, and a TBL treatment with an instructional focus which uses the same language content.

One reason why people might confuse PPP and TBL, if they do, may be because "methodology" has two commonly used meanings: one referring to "a particular procedure or set of procedures" (Webster's New Collegiate Dictionary 1977: 723--also used this way in White 1995), and the other referring to a more involved description of how to teach a

practice stages. While it is true that the study does not mention this variation, it was not the intention of the study to test this variation. Furthermore, it seems to me that the ordering of stages most frequently found in the literature is the one that begins with the presentation stage and ends with the production one. It is unreasonable, in my view, to claim that the existence of this variation on the PPP sequence invalidates the results of this study.

In closing, I would like to thank Mr. Ellis for raising the level of awareness of the PPP and TBL in Korea, and for highlighting the need for further research. At the same time, I strongly dispute the grounds on which he based his critique of my study. I also thank him for helping me see that the title of my article may have caused some confusion in that it may have led some readers to think that PPP and TBL are the same manner of beast.

*Don Makarchuk
Division of Western Languages
and Literature
Kyonggi University
Email: dmak@kyonggi.ac.kr*

The end result is that the treatments consisted of roughly comparable components which makes a comparison possible.

out that my study compared two far more similar treatments. The PPP treatment included not only the procedures used to teach language (PPP), but also the language content, lexical chunks. Together with guidance about learner and teacher roles and instructional materials, they form what Richards and Rodgers (1995: 28) call the "design" part of a method. The TBL treatment also included a procedure for teaching language (tasks), linguistic content (highlighted lexical chunks) and the other elements of the "design" component. The end result is that the treatments consisted of roughly comparable components which makes a comparison possible.

One of the problems with comparing PPP and TBL (theoretically) when stripped of the language content (lexical chunks) is that TBL carries with it an inherent focus on language. This is the language that the learners use to do the task which presumably is developed through the interaction. I acknowledge this difference but regard it as unimportant as the comparison is based solely on the use of

language including an approach, method and techniques (Brown 1994). The former meaning would refer to an entity like PPP while the latter would better describe TBL. Another example of potential terminological confusion exists in Ellis' (2002a:6) use of the word "approach" to describe PPP when it is commonly used to describe the theoretical underpinnings of a methodology. [See Brown (ibid) or Richards and Rodgers (1995).]

Ellis (2002b) further claims that the study results are invalid because the study confuses PPP with a synthetic-type syllabus. I hope that the above discussion shows that PPP was never considered a syllabus in this study, but rather a set of procedures for teaching pre-specified language content (grammatical structures and/or functions, for example).

Finally, Ellis (ibid) claims that the definition of PPP in the study is inaccurate because it fails to mention that the PPP instructional sequence can be re-ordered so one begins with the production stage and then proceeds to the presentation and

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SIT

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Now our spotlight on members goes to David Kim, employed in the Department of English Language and Literature at Konkuk University in Seoul. His hometown is Toronto, Canada, but presently he is residing in Suwon. David has



David D. I. Kim

attended the University of Toronto, Canada, receiving a Bachelor of Science degree, and Chung Ang University in Seoul, for a Master of Arts degree, both degrees in the field of psychology.

Having been involved with KOTESOL since 1995 David Kim has/is served/serving in various capacities: KOTESOL National Research Committee member; Seoul Chapter Research Advisory Committee member; Conference Chair for the KOTESOL Kyonggi-Seoul 1999 Regional Conference and the Second Annual Seoul-Kyonggi-do 2000 Conference; Symposium Chair at the Eighth Annual International 2000 Conference and Publisher's Exhibit in Daegu; Research Chair for KTT (KOTESOL Teacher Training); and

Facilitator for the Research SIG (Special Interest Group).

While he has certain ideas of what teaching, learning, and research are all about, David says he feels approach/methodology fashions come and go, but the foundation for being a good educator is based on three principles: teach, motivate, and learn. That is, he believes as professional educators "we are expected to adroitly impart knowledge, and provide training, related to our subject area expertise; however, sadly enough there is little expectation for teachers to motivate and encourage students." He also believes, "we should continually strive to engage in the process of learning ourselves, not only to better our teaching, but also to better ourselves." He suggests one effective manner of learning is to conduct research in an area of interest to the educator.

Following his own advice, he has been actively conducting language education research in Korea. His research interests are varied, covering teaching/learning issues related to culture and language, psycholinguistics, teaching methodology, language testing (e.g., English pronunciation), and investigating learner characteristics in language acquisition, to name some. His research findings, and other writings, have found their way into the *Korea TESOL Journal* and *KOTESOL Proceedings*, as well as *The English Connection*.

David is married and his wife's name is Myung Shin. Samuel, their son, for the most part is said to be a "bundle of joy," but as all infants are, is a "terror" at times. David has many hobbies and is engaged in several extracurricular activities, some

Membership Spotlight

edited by
Jerry Foley

of which are playing with their son of 13 months, strumming a tune or three on the guitar, and watching movies. As to plans for the future, he hopes to continue conducting language learning/teaching research in Korea.

For travel experiences David Kim says that he has been all over North America, both Canada and the USA, and various countries in East Asia, such as Japan, Hong Kong, Bangkok, etc. He has not been to Europe as of yet, but it is on his "Places to visit" list.

As a closing comment David Kim wanted to add: "I feel pleased and honoured to be associated with many wonderful people in KOTESOL. It makes the labour of teaching bearable."

Feature

continued from page 7

Cross, D. (1999). *A practical handbook of language teaching*. Harlow, Essex: Longman. [Ch. 6 (Oral Work: Elicitation Techniques) lists a wide variety of methods.]

Harmer, J. (1991). *The practice of English language teaching*. Harlow,

Essex: Addison Wesley Longman. [Ch. 6 (Introducing New Language Structure) provides a general model for new language forms, while Ch. 7 (Practice) considers specific techniques and drills.]

Scrivener, J. (1994). *Learning teaching*. Oxford: Heinemann. [Ch. 11 (Toolkit 2: Activities, Lessons, Courses, People) indicates how Cuisenaire

Rods (small colored blocks of wood or plastic in different lengths and colors) can be use to illustrate syllable stress and stress errors.]
Underhill, A. (1994). *Sound foundations: Living phonology*. Oxford: Heinemann. [Pages 160-166 show how finger correction exercises are useful for identifying errors in connected speech.]

Training Notes

continued from page 8

The Author

Jim Ranalli coordinates training and development at Yonsei University's Foreign Language Institute. He has trained native-speaker and Korean English teachers on the Cambridge CELTA and

DTEFLA courses and at the Seoul Teacher Training Center.

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Word Cup

Today is June 15th, advent of the World Cup's Second Round. By TEC's press time, just one hopeful team will have triumphed over all. However, hope springs eternal in the toponymic "Word Cup", where things aren't done by halves or even quarters. In the word world, all country names qualify, and can be broadly classified as descriptive and anthroponymic in origin. Let the name games begin!

We kick off with descriptive place names, whose elements are often cartographic. Austria, for example, means "eastern kingdom" (< German) and Yemen "south" (< Arabic). Similarly, Norway's (= northern way) neighbour, the Netherlands, is "nether", quite unlike the land "down under", Australia (< Latin, "terra australis incognita", "unknown southern land"). Finally, in South America, one finds Ecuador and its telling doublet the "equator".

Descriptive place names often deal, then, with directions, but may also encompass topography and meteorology. Thus Congo means "mountains" (< Bantu), Japan

"rising sun" (< a Chinese transliteration), Maldives "thousand islands" (< Sanskrit), and Costa Rica "rich coast" (< Spanish). Rich resources within a country are also an appellative source: the Ivory Coast was named for its ivory trade, Senegal its "Seneca" snakeroot, Argentina silver (cf. Latin "argent-"), and Brazil tropical wood ("pau brasil"). Chile, however, hails from Quechuan "snow" or "cold" rather than red-hot peppers.

In the second half, we tackle countries named after people(s) - famous, sometimes even divine, figures and groups. To wit, Colombia and America inherited the names of explorers Christopher Columbus and Amerigo Vespucci respectively, the Philippines that of Spain's King Philip II, and Bolivia a freedom fighter, Simon Bolivar. Other captivating commendations include Mexico, from the Nahuatl war god "Mexitli", and Venezuela, a diminutive venerating the love goddess "Venus" (Italian explorers named it after their hometown Venice).

We're heading into the homestretch with country names attributed to groups.

Exemplary are England (< Angles, a Germanic tribe), France, whose fortunate "Franks" (< Latin "francus", "free") ruled

**Word
Whys**
by
Terri-Jo
Everest

Frankish Gaul, and Slavonia with its less fortunate "Slavs" (< Greek "sklabos", "slave"). Finally, refer to China and Korea, with their "Ch'in" and Koryo" dynasties (cf. Korea's local name, "Hanguk", whose first element may be connected with indigenous "Hans" and the "Han" Dynasty).

Our cup runneth over, but we're already into overtime. The same classifications and more also apply to other toponyms, but in our defense, that's a whole 'nother ball game. Oh no! Time over.

Suggestions? Shoot: teverest@hotmail.com

Wake up your teaching with Java (script)

Javascript is a programming language. Like any computer programming language it takes years to learn, even if one is a genius and attends M.I.T. and studies very hard. Once one learns it, one should expect to receive \$500 per hour for one's time. If you believe this, please send \$250 for the half hour I'm about to spend writing this article to the address on the secret page pasted between pages 21 and 22 of this issue.

The truth is that computer languages are a lot simpler than human languages with a more easily codified syntax and a clearer relationship between form and function. As with human languages, computer languages are more easily learnt if one approaches them purposefully.

In this issue's WebWheres, I point you towards a few sites dedicated towards helping ESL and EFL teachers develop a new addiction to creating Javascript quizzes and such for their students.

Our first stop is Matt Stanton's CyberEFL. This site is dedicated to helping "EFL/ESL

teachers ... make interactive webpages for their students." The presentation is clear and examples are given; you can tell this guy is a teacher. Find it at: http://members.tripod.com/matt_stanton/.

Need something more remedial? Still aren't even sure what javascript is? This page from the University of Illinois at Urbana-Champaign (<http://www.iei.uiuc.edu/JS4LL/>) has some tutorials and exercises that should help. Print out some of Matt Stanton's code and use the tutorials and explanations from this site to help you make sense of it.

Don't want to do it yourself? This page promises to do it for you. Visit <http://www.aitech.ac.jp/~iteslj/quizzes/js/help/write-fb.html>. Last time I looked, more choices were offered somewhere around here: <http://lang.swarthmore.edu/makers>. Their server was down at press time, but try it anyhow.

If you don't find what you want at the sites above, try: <http://www.aitech.ac.jp/~iteslj/links/TESL/Internet/Javascript/>. This page

has a number of links that should help you to get what you need.

**Web
Wheres**
edited by
Trevor Gulliver

If you're still reading this article but have yet to create a page in HTML, then you are a brave sort! Here's a quick tutorial on HTML from some nice souls at the Collège Édouard-Montpetit — <http://www.collegeem.qc.ca/cemdept/anglais/tutorial/index.htm>.

And now for something completely different: <http://www.everythingsl.net/> claims to have, well, EVERYTHING for ESL students and teachers! They don't, but they try.

Contact WebWheres with questions, answers, advice, and ideas: lang2@mail.kaist.ac.kr

Japanese Young Learners Fall in Line with the Rest of Asia to Learn English

Young learners in school classrooms all across Japan in June of this year dreamed about becoming World Cup soccer heroes much the same as Korean children did. This year elementary children in Japan also

Pan Asia

edited by
David McMurray

began studying English and learning about other countries in much the same way as their counterparts do in Korea.

In a major shift in primary education and language policy, the Japanese Ministry of Education, Culture, Science and Technology (MEXT) trimmed the content requirements of courses such as math and sciences to make room for English. Principals were instructed to base the new general program on the perceived interests and curiosity of children and convince teachers to cooperate. There are no prescribed linguistic goals, no pre-approved books, and no list of required words to teach. Homeroom teachers, whether or not they have been trained in EFL, must take on the task of conducting English activities. As a guideline for teachers, a 2002 handbook suggests they discover what children would like to say in a foreign language, and help them to do it. Teachers are encouraged to design and devise lessons to create an environment where students can say what they want in English. In its first year, over 10,000 of the 24,000 public elementary schools opted to pursue teaching these suggested English activities. MEXT hopes that the number and frequency of lessons per week will increase over the next few years. While the government wants more English taught in elementary schools, there appears to be a problem with coming up with adequate levels of funding and time for training. Some school principals have said they will try to follow in future, but for now have directed staff to teach other things of general interest, such as environmental and

global issues, to their students without emphasizing foreign languages.

It took a long time for Japan to finally decide English was safe for children as early as the third grade. In previous years English instruction began at age twelve in junior high schools. Behind the Japanese drive to introduce English as a foreign language at younger and younger ages is the assumption that younger is better: a child who begins to learn English at age 8 should be more proficient than a child who begins at age 12. In much the same way that Japanese corporations closely watch entrepreneurial foreign companies try out new ideas and introduce new products overseas before finally coming up with a higher quality and usually more successful and profitable version themselves, Japan followed the moves of its Thai, Korean and Taiwanese neighbors to check on the assumptions that younger is better, but still safe. In Asia, English is being introduced as a compulsory subject as early as 5 years of age. Classroom instruction varies from 40 to 120 minutes per week. In the Philippines all subjects have been

Over 6,000 trained teachers were needed, therefore prospective primary school teachers were culled from among the ranks of fresh college graduates. From 1999, trainees were required to master 360 contact hours within a 3-month to 1-year training period.

Two major reasons underlie the Japanese elementary education strategy of implementing a general course of English, and freeing up weekends allowing for activities based on the perceived interests and curiosity of children. First, Japan hopes to create a positive image around the globe for its English and global studies education. It realizes practical skills, and competence measured by testing results, are also necessary. Where Hong Kong, Singapore and the Philippines have managed to develop their own credible varieties of Englishes, Japanese pidgin English and Japlish are still considered pejorative terms for the variety of English associated with Japan. Second, in addition to wanting its population to master English, like the stated goals of government in Singapore, Japan would like to foster more innovation and creativity.

Teachers are mixing movement-centered curricula with multicultural components like folk tales

taught in English since the end of World War II. In Thailand, a 1997 plan People's Charter in the Constitution paved the way for all citizens to receive at least 12 years of education, 6 years of which are in primary education with English classes. The Asian economic crisis of 1997, that started with Thailand, curtailed training programs for elementary teachers. At about the same time in Indonesia elementary school teachers of non-English subjects were assigned as English teachers without training, resources or support. Here in Korea, a 1999 curriculum change introduced English to elementary schools. EFL teacher-training institutions only require students to gain 140 to 156 credits in order to be licensed to teach English. In September 2001 the Ministry of Education in Taiwan enacted its formal decision to teach English from fifth grade in primary schools.

In some of the new elementary classrooms teachers are mixing movement-centered curricula with multicultural components like folk tales. World Cup soccer plays and TPR (total physical response) commands are another popular mix. Teachers guide the conversations, but try to draw students into asking about the world about them. Some schools are hiring their students' American, Filipina, Korean and Chinese mothers who are capable of speaking in English. Their multicultural flavor adds to the purpose of studying English as a global language. The experiential learning model has come to the fore, and young learners are invited to experience, observe, conceptualize, and experiment in their lessons. On visiting day, all parents are invited to join in BINGO singing and yes, World Cup vocabulary games.

2002 National Executive Council Candidacy and Election

"Where has all the time gone?" I apologize for the cliché, but the question is accurate. This has been an incredible year in many aspects: a leap in KOTESOL's recognition and acceptance domestically, continuous soul-searching regarding ways to improve our organization, and expansion of SIG's, to name only a few.

The time has arrived for us to think about our purpose and activities for the coming year, to create new opportunities for our organization and membership. Included in this process are the leadership and direction provided by the National Executive Council. To serve on the Council is both an honor and an important role in furthering our aims. To this end, we will hold elections for Council officers at the International Conference, October 5-6, 2002 at Sookmyung Women's University. I therefore ask you to think how you or another capable member could serve.

Many of you have already thought about participating, or even continuing on the council but in a new role. Alternatively, you may know a suitably qualified member who is interested but hesitant, and needs encouragement from you and others. In either situation there are four important reasons why participation has merit: it is stimulating to work with some of the best thinkers in Korean TEFL, it furthers the educational process, it is personally rewarding, and it enhances your professional profile.

The value of Council membership emerged during my travels to KOTESOL conferences and regional meetings this year, where I saw, met and was inspired by the many talented individuals that comprise our organization. Observing them, I saw firsthand the tremendous potential we have, and understood better our role and importance within Korean education.

Now is the time for dedicated and capable members to step forward for KOTESOL, and by so doing enhance not only the organization but also their own professional development. I hope you will join us.

The application process for a seat as an elected officer on the National Executive Council is straightforward:

- Write a statement of perceived goals and activities for KOTESOL (250 words maximum).
- Indicate the position you are interested in, and why you believe you are qualified to fulfill it (250 words maximum)
- Send your statement to James Gongwer, Nominations & Elections Chair, at jrgongwer@yahoo.com **by 15 August at the latest.**

Remember: KOTESOL is only as good as the individuals within it. Make your contribution count by voting as a member and by considering a position on the Executive Council.

The available positions are:

- 1st Vice President (succeeds to President the following year)
- 2nd Vice President
- Secretary
- Treasurer
- Nominations and Elections Chair
- Conference Co-Chair (succeeds to Conference Chair the following year)

James Gongwer, Nominations & Elections Chair 2001-2002

Calendar

edited by
Louie L. Dragut

CONFERENCES

- 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 2-6 '02** Linguistics and Phonetics 2002, Urayasu, Japan. Contact: (Web) <http://www.adn.nu/~ad31175/lp2002/lp2002main.htm>
- 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 (KOTESOL) 10th Korea TESOL International Conference, Seoul, Korea. Contact: Craig Bartlett (Email) <kotesol2002@yahoo.com> (Web) <http://www.kotesol.org>
- 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>

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) <aschead@nus.edu.sg>

Jan 23-25 '03 "ELT 2003, Culture, Content and Competency" Thailand TESOL's 23rd Annual International Conference, Bangkok, Thailand. Contact: (Email) Suchada Nimmannit <suchada.n@chula.ac.th> (Web) <http://www.thaitesol.org>

Mar 25-29 '03 Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference, Salt Lake City, Utah. Contact: (Tel) +1-703-836-0774 (Fax) +1-703-836-7864 (Email) <conventions@tesol.org> (Web) <http://www.tesol.org>

Apr 23-26 '03 IATEFL's 37th Annual Conference. Brighton, England. (Web) <http://www.iatefl.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

July 31 '02 "ELT 2003, Culture, Content and Competency" Thailand TESOL's 23rd Annual International Conference, Bangkok, Thailand to be held 23-25 Jan. 2003. Contact: (Email) Chaleosri Pibulchol <chal@psm.swu.ac.th> (Web) <http://www.thaitesol.org>

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To post information on job opportunities, please contact The English Connection at (Email) <KOTESOL@Chollian.net>.

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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BUSAN-GYEONGNAM

by *Jason Renshaw*

We had some very special treats featured in May... Our ELT colleagues across the Straits of Korea in Kitakyushu JALT kindly donated one of their most popular presenters to come to Busan-Gyeongnam Chapter's regular monthly meeting. Miki Niiyama is Assistant Professor of Baiko Gakuin Women's Junior College in Yamaguchi prefecture,

What's Up in KOTESOL

edited by Michael Duffy

Japan - and the Facilities Chair on the committee of Kitakyushu JALT. She was our keynote speaker on May 25, and she presented on a successful trial of peer feedback among seventeen students in an English writing class at a women's university in Japan. In our second presentation for the meeting, Sheila Windle from Pusan University of Foreign Studies spoke on culture in language and its importance to the EFL Teacher (both in and out of the classroom). Both presentations were extremely well-received.

Our keynote presentation for the June meeting came from John Bailey, one of our local members. John's presentation was "Managing and grading large conversation classes", in which he offered a flexible management strategy based on role-plays and grading/rating scales which he has used, with favourable results, in his classes of 50+ students at Korea Maritime University. And since we could not let the eve of the World Cup Final pass without some celebration, we finished with a "What Works" presentation from Jason Renshaw titled "The 2002 World Cup English Challenge", a multi-purpose question/answer football-based activity that unlike the tournament itself, was open to almost any age or level of ability.

July will be a "month of rest" for the Busan-Gyeongnam Chapter--no meeting

this month. As of August, our meetings will revert to the first Saturday of the month (next meeting Saturday August 3rd).

Busan-Gyeongnam has also launched its new Chapter website, on which you can find many details on the Chapter's present and past activities, columns and articles, and a KOTESOL members-only section featuring downloadable teaching resources, a discussion forum and on-line chatrooms.

CHEONGJU

by "*Koh Tae-sul*"

Larry Hoffarth gave our local chapter's final presentation for the spring semester on "Keeping student records using Microsoft Excel". We will be taking the summer off and will return in September for the fall semester.

Using a ubiquitous and easily learned statistics program, Larry has minimized the end-of-semester bottleneck and relieved some of the stress that comes at that period. He has developed a standard worksheet for keeping his student records. In its final version he keeps records of attendance, all other scores and even uses it to grade his midterm and final exams. He introduced the program, showed its advantages, and illustrated how one can adjust his worksheet to suit one's needs.

Larry is working at Chongju University and is vice-president and web master for the Cheongju chapter of KOTESOL, as well as the national webmaster for KOTESOL.

DAEGU-GYEONGBUK

by *Julie Stockton*

Although the romanization of the name has changed, our meetings are still held at Gyeongbuk National University and members had no problem finding us. We had a good turnout (about 40 people) to hear Dr. Steve Garrigues discuss English phonology. ESL pronunciation difficulties are usually related to first language and English phonological discrepancies. Initially, it may be useful to compare English phonemes to students' native

language; however, instruction that focuses on comparing English phonemes with Korean phonemes does not produce good pronunciation. Rather, phonological instruction should focus on distinguishing and producing English sounds.

A good way to discover and practice sound differences is to use minimal pairs. However, endless drilling using minimal pairs is not what Dr. Garrigues recommends. He suggests that students need to think about and learn what their mouths and tongues should be doing as they produce English sounds. As students raise their awareness of how to produce English phonemes, they will begin to pronounce them distinctly and their pronunciation will improve.

In May, Dr. Shinhye Kim and Mr. Kwak Byuong-kwon presented their research on the effects that native English teachers have had in Korean high school classrooms. Their study focused on students' English performance and attitudes when faced with native-speaker English teachers invited as part of the English Program in Korea (EPIK).

They found that students' motivation to speak English was greatly improved. However, most students couldn't really understand what the English teacher was saying. Students also didn't see that native speaker instruction improved their test scores. One way to facilitate understanding and raise test scores would be to have Korean teachers and native speakers team-teaching. Another option would be to hire native speakers who speak Korean as a second language. Overall, having native-speaker English teachers in the classroom is beneficial, but more effective programs need to be developed.

It was an interesting and informative discussion about teaching English in Korea, which is what KOTESOL is all about. For information, please check the chapter website.

GANGWON

by *Ryan Cassidy*

The members of the newly formed Gangwon chapter met for the first time on June first. Despite the World Cup and a

host of other possible things to do on a beautiful Saturday afternoon, we had a fantastic turnout with the vast majority of our members in attendance. After the April meeting, those that became members left not knowing who the other members of our chapter were. Therefore getting to know everyone was one of the main objectives of our first official meeting. Beyond that, electing a chapter executive and setting a course for our future were the other agenda items.

Towards the first aim, I shared some ideas for teachers to use when meeting a new group of students. As well as giving meeting attendees some new ideas for "breaking the ice", completing the activities also gave us an opportunity to interact with each other and get to know each other a little better.

In the second part of the meeting we chose our chapter executive and had some time to discuss the future of Gangwon KOTESOL. Through that discussion we laid the groundwork for a membership drive in the western half of the province to take place in the fall, and to set a schedule of meetings for the coming year.

Look for the Gangwon KOTESOL membership to continue to grow. Our next meeting will be in Chuncheon on Saturday September 7.

JEOLLA

by Adam Lee

The first chapter meeting of this autumn's semester will be on September 7 at Chonnam National University in Gwangju. Please note the location for the bi-monthly meetings has been changed, and that there will no longer be any meetings held at Chonnam Girl's High School. Brian Heldenbrand from Jeonju University and Joseph Nicolas from Incheon National University of Education will be presenting. Brian is this chapter's current president and Joseph served for a couple years as chapter vice-president, and is now Korea TESOL's National Secretary.

Jeolla KOTESOL's English Drama Festival will take place on Saturday, October 26th. This event, the eighth annual

festival, will be held in the midst of the autumn beauty on the campus of Jeonju University. Teachers with interested teams should contact Jeolla KOTESOL directly at cholla_kotesol@yahoo.com as soon as possible in September. Summer vacation is a great time to get your students thinking about writing their scripts for the competition. Team registrations are not official until they have been confirmed by a telephone call or e-mail from the chapter president.

SEOUL

by Myung-Jai Kang

On behalf of the Seoul Chapter, I'm so proud and pleased to report that the Fourth Annual Seoul-Gyeonggi Conference on May 18th at Suwon University was a successful one. I'd like to thank once again all the presenters, participants, volunteers, and other KOTESOL supporters who made the conference possible. I hope for your continuing concern and support for the KOTESOL Seoul Chapter and our conferences.

At our monthly meeting on June 15th, Dr. Peter Nelson of Chungang University gave us a dynamic and much appreciated talk on "Teaching Stress, Intonation, and Rhythm." For our next meeting, on July 20th, Prof. James Gongwer is scheduled to speak, and on August 17th, we will have Dr. Andrew Finch talking about Action Research.

The Seoul Chapter is always looking for enthusiastic volunteers. Please contact us through the chapter website.

SUWON-GYEONGGI

by Dr. Mijae Lee

The chapter officers all felt very grateful for the support of everyone who made such a success of the 4th KOTESOL Conference sponsored by Seoul and Suwon-Gyeonggi chapters held at the University of Suwon on May 18th, with the theme of "Reflecting on ELT in Korea". With About 320 people - English teachers, English educators and students - participating, it surpassed our

expectations, and turned out to be a big success. Thanks each and every one of you all for your support.

The chapter's meetings for the fall semester will be held on the first Saturday of the month from 3:30 to 6:00 at the Amaranth Hall of the University of Suwon. However, the October meeting will be replaced by the International Conference, which will be held on the 5th and 6th. So, keep the dates November 2 and December 7 in your diary to hear inspiring presentations by devoted English educators.

Finally, we have some changes in our roster of officers. Mr. Jeomjong Song has had to resign as treasurer due to his busy work schedule. We thank him for his generous effort and time. Meanwhile, our present membership coordinator, Gyehyeong Yu, will now take on the treasurer position as well. Next, we have finally found a web master, Mr. Cheol-Hun Song, a teacher working at Choseokpo Primary School. And last but not least, we welcome Zora Reilly, of the ESL department of the University of Suwon, who will be working as member-at-large for the chapter.

GLOBAL ISSUES SIG

by jen lalonde

Global Issues SIG was able to send US\$100 to Brother Nicholas Thielman in Dhaka, Bangladesh for the Narinda Tech and Trade Project, thanks to all the people at the Daejeon Drama Festival on May 25th who supported the concession stand.

KTT

by Douglas Margolis

KTT presenters have been busy during this last semester. New KTT member James Ranalli took time away from his MA studies to give a "fantastic" presentation to help kick off the new Gangwondo chapter. He's also put his KTT commitment to the test by writing a two-part article on teaching listening skills for

continued on page 24

continued from page 23

What's Up -- KTT

the TEC's Training Notes column. You can check out part one this month! In addition, original KTT members, Dr. Peter Nelson and Gerry Lassche, gave presentations at the Jeolla and Seoul-Gyeonggido conferences.

These days, KTT is gearing up for the KOTESOL International Conference and welcomes volunteers for tabling at the conference. This year, KTT plans to conduct a survey of teacher training needs at the conference and anyone interested in helping to put this research project into high gear should contact Douglas Margolis (dpm123@teacher.com) to get your name added to the author list!

As always, we want you to step forward and take a role in leading KTT to bigger and brighter glory. KTT needs ideas people, foot soldiers, warriors, and wizards. Don't worry about not having enough magic: if you have the energy, we'll cast the spells! Please contact Douglas and share your ideas for building up KOTESOL's teacher training projects.

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 TESOL 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.

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4. Submit essays through email (as an attachment) together with your name, address, name of school, date of birth, course/major and contact numbers. Times New Roman size 12 must be used in the text format. Email entries to chairs@asianyouthforum.org
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Content & Relevance to the Theme	40%
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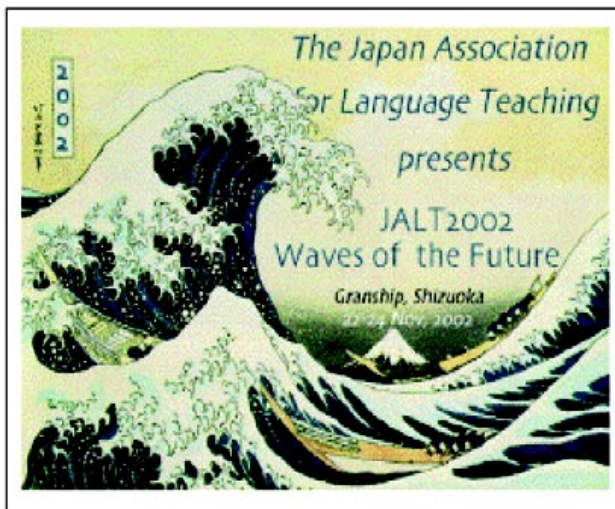
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WILLIAM GRABE is a professor of English at Northern Arizona University, author of *The Theory and Practice of Writing* (with R. B. Kaplan, 1996) and the soon to be published book in the Longman series of Applied Linguistics in Action entitled *Reading* (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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Dr. Woo Sangdo, 1st Vice President Gongju Nat'l University of Education. 376 Bonghwang-dong, Kongju, Chungnam 314-711, (W) 041-850-1741, (WF) 041-850-1700, (C) 011-436-1749, (Email) <woosd@pro.gjue.ac.kr>

Paul Mead, 2nd Vice President Dong Ju College, Kwejong-dong, Saha-gu, Pusan 604-715 (Cell) 019-463-0582, (F) 051-201-5420, (Email) <mead98410@hotmail.com>

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

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

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

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

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

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

Demetra Gates-Choi, Domestic Relations Committee Chair Daegu National University of Education (W) 053-620-1426, (F) 053-584-4294, (Email) <gatesde@taekyo.taegu-e.ac.kr>

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

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

CHEONGJU CHAPTER OFFICERS

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

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

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

Jim McMillan, Membership Coordinator (Email) <mcmillan_jim@hotmail.com>

DAEJEON CHAPTER OFFICERS

Kevin Parent, President Chungnam National University Language Research Institute, 220 Kung-dong, Daejeon 305-764, (H) 042-369-6435, (Cell) 019-9155-9745, (Email) <ksparent@yahoo.com>

Donna Myers, Vice-President Woosong University (W)042-630-9783, (Cell) 018-402-9344, (Email) <dmmyers10@yahoo.com>

Seo Oo-shik, 2nd Vice President Nonsan-Daejeon High School (Email) <whitman@hanmail.net>

Brian J. Quirk, Treasurer Woosong University (W) 042-625-6922, (Cell) 019-470-5316, (Email) <brianquirk7@hotmail.com>

Sharon Morrison, Communications Coordinator Gongju National Univ. of Education (W) 041-850-1748, (Email) <moroconn@yahoo.com>

Brian Lint, Member-at-large Woosong Language Center (Email) <bryan_lint@excite.com>

DAEGU-GYEONGBUK CHAPTER OFFICERS

Steve Garrigues, President Kyongbuk Nat'l Univ., Dept. of English Language & Lit., Taegu 702-701 (W) 053-950-5129, (Email) <steve@kyungpook.ac.kr>, <sgarrigues@ad.umuc.edu>

Park Heebon, Vice President (Email) <heebon@finchpark.com>
Chae Joon-kee, Treasurer Kyongbuk Nat'l University (W) 053-950-5291, (F) 053-950-6804

Julie Stockton, Secretary 054-850-5698, (Email) <homework@komet.net>

Andrew Finch, Webmaster (Email) <aef@knu.ac.kr>

Suh Kong-ju, Council Member (Email) <prss727@hotmail.com>

Cho Jae-Young, Library (Email) <jjyoung7@hotmail.com>

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Scott Hillwick, Newsletter Editor & Secretary (Email) <scotthillwick@yahoo.com>

SUWON CHAPTER OFFICERS

Dr. Lee Mi-jae, President University of Suwon, Dept. of English Lang. & Lit., San 2-2, Wayu-ri, Bongdam-eup, Hwasung, Kyonggi 445-743 (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (Cell) 016-739-7697, (Email) <mjlee@mail.suwon.ac.kr>

Dr. Boyce T. Fradsham, Vice President University of Suwon (W) 031-220-2113, (H) 031-352-7150 Ext. 1514, (F) 031-352-4616, (Email) bfradsham@yahoo.com>

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Gerry Lassche, Outreach Coordinator Ajou University Graduate School of Education (TESOL), (W) 031-219-1793 (Email) <glassche@yahoo.ca>

Cheol-Hun Song, Webmaster Choseokpo Elementary School, (W) 031-358-2193, (H) 031-403-3315

Zora Reily, Member-at-large University of Suwon (W) 031-220-2388, (Email) <zoratesol@hotmail.com>

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SEOUL CHAPTER OFFICERS

Kang Myung-Jai, President Yeoo Institute of Technology
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<regina@mail.yeoo.ac.kr>

Kevin Landry, Vice President Catholic University (C) 016-373-1492 (W) 032-340-3431 (Email)
<Landry@songsim.cuk.ac.kr>,
<LKLANDRY2002@yahoo.ca>

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

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

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

BUSAN CHAPTER OFFICERS

Jason Renshaw, President (Email)
<kotesolbusan@hotmail.com>

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

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

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

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

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

GANGWON CHAPTER OFFICERS

Ryan Cassidy, Founder (Acting President) (C) 018-324-9110 (Email) <ryanandi@hotmail.com>

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<wolfe_cj@hotmail.com>

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Chantal Martel, Webmaster (Email)
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JEOLLA CHAPTER OFFICERS

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

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

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

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

KOTESOL DEPARTMENTS

Research SIG

David Kim, Facilitator (Email) <dki@yongsei.ac.kr>
<kotesolresearchsig@yahoo.com>

Teacher Development & Education SIG

Kevin Landry, Facilitator (Email) <landry@songsim.cuk.ac.kr>

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KTT (KOTESOL Teacher Training)

Douglas Margolis, KTT Co-Coordinator International Graduate School of English, 449-11 Sungnae-dong, Gangdong-gu, Seoul, 134-847, (W) 02-6477-5116 (Email)
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Scott Berlin, 1993-94

Dr. Kim Jeong-ryeol, 1994-95

Dr. Oryang Kwon, 1995-96

Dr. Park Joo-kyung, 1996-97

Carl Dusthimer, 1997-99

Dr. Han Sangho, 1999-00

Dr. Andrew Finch, 2000-01

Dr. Hyun Taeduck, 2001

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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 Hangeul if possible.**

New membership Membership renewal Change of address / information

Type of membership:

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

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

Bank Name: _____ City: _____ Date of Transfer: _____

Family name: _____ **Given name:** _____ **Title:** _____

Chapter Affiliation (circle your choice): Seoul, 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.)

Email address(es): _____, _____

Telephone:

Home Phone: (_____) _____ Work Phone: (_____) _____
 Fax: (_____) _____ Cell Phone: _____

Work Address:

 School/Company Name

 Address Line 1

 Address Line 2

 City / Province / Country * POSTAL CODE *

Home Address:

 Address Line 1

 Address Line 2

 City / Province / Country * POSTAL CODE *

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

Please check all those areas of ELT that interest you:

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

Date: _____ Signature: _____

Send this form to: (Fax) 054-746-1097 or (Email) <KOTESOL@chollian.net>
 Anyone can join KOTESOL by attending a local chapter meeting.
www.kotesol.org

KOREA TESOL MEMBERSHIP INFORMATION

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

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

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

MEMBERS ...

1. Can attend chapter meetings (of any chapter), and conferences and other events. Currently Korea TESOL has 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!

www.kotesol.org

Email: KOTESOL@chollian.net

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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