



KOTESOL

대한영어교육학회

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"The history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar."
(Thornbury 1999:14)

Grammar in a Secondary EFL Classroom:

A Covert Approach

by Elizabeth Longo

Introduction

For centuries, the role of grammar in language learning was firmly entrenched. Ideas about language teaching and learning slowly began to change. Theories of language learning ran to the opposite end of the continuum, perhaps in an effort to break free from the rigidity imposed by the study of grammar. However, within the paradigm of communicative language teaching,

there is a need for grammar to establish a new role in classroom practice. This paper will focus on how I incorporate grammar in my lessons in a communicative and unobtrusive but important way.

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Collegiality

A few days ago someone remarked on my signature line. He inquired whether I wasn't over-stating the case, whether teachers at various levels of schools, with widely different preparation and teaching experience, could really be addressed as colleagues.

The relationship between teachers, and between KOTESOL members, is a topic that could be explored in doctoral dissertations, but in my few words here I'll try to at least touch upon a few themes I think are important.



President's Message

by
Robert J.
Dickey

KOTESOL is not “the fraternal order of teachers of English in Korea.” We don't require personal recommendations from members in good standing for nomination to admission. Yet we do share a number of essential elements in common. The following statements are true of nearly every member. We teach English, or plan to do so. We believe that we have a responsibility to improve our teaching performance through continuing study (though we may disagree on how to do so). We participate in training activities: chapter/SIG meetings, conferences, workshops. We read professional and/or scholarly articles related to our particular areas of interest relevant to ELT.

One definition of colleague is “a fellow worker in the same profession.” See page 5 of the January 2002 issue for a discussion of “professional” in teaching by the KOTESOL leadership, but suffice to say we believe that teachers who are continuing to develop in their skills qualify as professionals.

Some erroneously suggest that collegiality is limited to those who work or have studied amidst the “ivory-towers of academia.” But the root word “college” predates that of tertiary education, instead referring to “an association of individuals having certain powers and duties, and engaged in some common pursuit.” Doesn't that sound

quite similar to the description of an association of teaching professionals?

Collegiality implies some level of equality as well. We don't typically expect the elderly Senior Partner of a law firm to actively socialize with their most junior associate attorneys. But outside roles of supervision, those with higher education and skills generally work alongside those with less, sharing the workload. Additionally, senior professionals have a duty to guide and mentor their juniors, and to share insights with peers. Collegiality through activity within professional societies provides avenues to meet this obligation—conference workshops, professional journals and newsletters, local meetings and specialty discussion groups, opportunities to examine texts and treatises in the field, employment explorations, and initial introductions to be extended in later personal communications. All of which can be found in Korea TESOL.

In professional societies many boundaries can be blurred or ignored. This too is a key aspect of collegiality. In broader-based associations, it typically doesn't really matter where the professionals are engaged, nor their specialties. Those working in government are peers with those working in huge corporations, small private firms, and independent consultancies. I would extend this logic to teaching as well. Whether at private language schools (hagwons), pre-school, primary, secondary, or tertiary education institutions, the fundamental issues of teaching and learning are shared.

The spirit of sharing is deeply imbued in the teaching profession, and is particularly evident in ELT through things like SIGs, chapter meetings, email discussion lists, and conferences. This spirit is a key element of collegiality.

Dear Colleagues — It is our attitude that makes us colleagues, once the criterion “working in the same profession” has been met. I look forward to seeing you all at the annual conference Oct 5-6.

Collegial regards,
Rob

Grammar in a Secondary EFL Classroom: A Covert Approach

by Elizabeth Longo

continued from page 1

Many factors guide how teachers conduct classes. One important influence is personal methodology, which must have a firm theoretical basis to be valid. For a number of reasons, the choice to restrict grammar teaching in my classes is deliberate. One reason is the students' age. The majority of students taught are sixteen years old. Another factor is ability. All students are beginners. Some can barely read English while others are capable of speaking a few sentences. Certainly very few can understand grammatical instruction in English. Yet another factor is motivation. Teenagers are well-known for displaying poor motivation, particularly in traditional classroom settings where English is just another slot in a busy timetable.

Limitations of the review

This review will not argue for or against the use of grammar in the classroom. Rather, it will illustrate my specific teaching situation. While relevant theoretical issues will be discussed, the focus of the review will be the practical realities of what occurs in lessons and why. Consequently, an ethnographic approach to lesson description was selected, for as Nunan (1992:53) notes, "...if we want to find out about behavior, we need to investigate it in the natural context in which it occurs, rather than in the experimental laboratory." The "qualitative, process-oriented" nature of ethnography (Chaudron 1988:45) seems particularly useful for detailing both lessons and teaching materials.

Grammar Issues

A brief history of grammar's role in language lessons will be useful, followed by a look at the framework of communicative language teaching (CLT) to assess the place of grammar in conversation classes for my EFL high school students.

A history of grammar

Brown (1994) offers an overview of teaching methods, recapped here to highlight grammar's role in each of the methods. Grammar used to be the focus of all teaching. Knowing a language meant mastering the grammar, not the spoken form. This is illustrated by the Grammar Translation (GT) method. Other methods which followed included the "designer methods" (Nunan 1989 in Brown 1994): Community Language Learning (CLL), Suggestopedia, the Silent Way, Total Physical Response, and the Natural Approach. While grammar played a minor role in CLL and the Natural Approach, it featured heavily in the syllabuses of Suggestopedia, the Silent

Instead of pressing students to master a particular structure or form, it may well be more helpful to simply offer students exposure to grammar in a non-threatening way, removing the burden of production present in the PPP paradigm.

Theoretical justification for limiting grammar with such students can be found in a table (Celce-Murcia 1991: 465 as cited in Brown 1994:359). Reproduced below is the table with the variables of my learners inserted.

From the evidence above, it appears that in classes of teenagers studying English as part of their high school curriculum, a focus on form (explicit grammar teaching) is arguably less important than in other teaching contexts. Of course, this does not mean that grammar has no role to play, just that its position need not be central.

Table 1

	Focus on form	
	Less Important	More Important
<i>Learner variables</i>		
Age		adolescents
Proficiency Level	beginning	
Educational background		some formal education
<i>Instructional variables</i>		
skill	listening	speaking
register	informal	
need/use	survival	

Way, and Total Physical Response. Syllabuses were carefully graded, reflecting grammatical complexity and supporting the notion of learning “accumulated entities”, a practice now discredited by SLA research findings. Evidently, grammar was crucial, confirming the necessity of its instruction.

A new framework for grammar: CLT

It is understood that communicative language teaching is “a generally accepted norm in the field of ELT ” (Brown 1994:77). Although interpretations of CLT vary widely, there are some features that distinguish the approach. Nunan (1991:279) provides the following list of principles that form the backbone of CLT theory:

1. communicate through interaction in the target language;
2. use authentic texts in the classroom;
3. focus on the learning process as well as on language itself;
4. use the learner’s personal experiences as part of learning;
5. relate the language in the classroom to what will be used in the “real world.”

Finocchario and Brumfit (1983 as cited in Willis, 1997) point out two other tenets of CLT: the precedence of meaning over form and that of fluency over accuracy.

Findings from second language acquisition (SLA) research are important when fitting grammar into a CLT framework. Some of the most important research concludes that interlanguage development should be encouraged (Lightbown 1985 as cited in Willis, 1997), that instruction is desirable (Larsen-Freeman and Long 1991 as cited in *ibid.*), and that a consciousness-raising approach to grammar can facilitate the learning process (Ellis 1993 as cited in *ibid.*). Other relevant findings are that learners do not necessarily learn what is taught, and that language learning is not linear (Brown 1994), so teachers should expect some “backsliding.” Instead of pressing students to master a particular structure or form, it may well be more helpful to simply offer students exposure to grammar in a non-threatening way, removing the burden of production present in the PPP paradigm. This is

another aspect of what Rutherford (1987) labelled “grammatical consciousness-raising.”

Some experts (e.g. Shortall, Skehan, Tonkyn) warn of an over-reliance on CLT because of the dangers of fossilization and the failure to grasp basic linguistic structures. It seems sensible to take heed of these warnings when planning lessons.

Background of teaching situation

I teach at Seong Am Girls Commercial High School in Seoul, South Korea. Advanced first, second, and third graders receive English conversation instruction on a thrice-weekly basis, while low-level first graders have only one hour weekly.

deliberate. Thus, although grammar does play a part in each lesson, never does the explicit teaching of a particular grammatical structure occur.

While textbooks (Interchange Intro and One) are used, the lessons in this paper are supplementary. One is based upon a co-worker’s idea and another is from a teaching resource site on the Internet (EFL4U.com).

4.1 Lesson #1—Clothing

Seven hours a week are spent teaching seven different low-level first year classes the same lesson. As classes meet only once a week for fifty minutes, it is essential that the lesson be engaging, encouraging participation through “a varied diet of

While Korean students are unaccustomed to receiving individual attention in class, a point is made to speak with everyone at least once per lesson, be it in the form of a direct question or a comment on the student’s work as I walk around while they carry out the set task.

Each class consists of approximately 20 students. As the school is vocational, students are considered low academic achievers, with only 15% of graduates pursuing tertiary education in 2000. Each class receives a variety of English instruction from different teachers. Both Korean teachers and native speaker instructors (NSIs) work with all students. Korean teachers are responsible for grammar, writing, and reading lessons, while NSIs teach only conversation classes. There is an English-only policy in effect for all English conversation classes, which necessarily restricts the amount of grammar that may be usefully taught as students are unable to understand the explanations required.

Actual lessons and teaching materials

School policy invariably shapes lessons, so a look at actual teaching practices will clarify grammar’s position in my language classes. The next sections look at two different lessons to determine how much or how little grammar features. Given the student variables presented in the table of this paper, the choice to downplay grammar in class has been

tasks” (Willis 1996:59), as this is students’ only exposure to oral English all week. Lessons were topic-based with the aim of increasing students’ vocabulary. Grammar was introduced in a very simple way, as is clear from the lesson below, but the focus of the classes was mainly lexical.

The lesson opened with the question, “What are you wearing?” addressed to the class at large. Students quickly responded with “My uniform!” In an effort to elicit the necessary vocabulary, I asked them to describe their uniform in detail: white blouse, gray skirt, gray vest, white socks and shoes. The next question was “What am I wearing?” to which students also replied correctly: black skirt, green sweater. With the clothing topic established, worksheets were distributed. Working in pairs, students had to match the vocabulary item at the bottom of the page with the correct picture of clothing. Many of the words were new, so students were told to guess if unsure. After 10 minutes, I drew some of the difficult pictures on the board, asking students to

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explain the difference between jeans and pants, coat and jacket. Much body language was employed to this end! Students checked their answers and pronunciation practice, done in chorus, rounded off this part of the lesson.

Next, colored pencils were distributed along with another worksheet featuring six stick figures. To reinforce the words just studied, I explained that I was going to describe a person whom they should draw. Students listened carefully and drew according to spoken instructions. The instructions were repeated and grew increasingly complex. Students appeared to enjoy the activity, often repeating my words quietly as they drew. Finally, students sat back to back and for the last task, drew a picture from their imagination. Then they took turns explaining the figure to their partner, who then tried to draw the same picture. This activity met with laughter as students struggled to make themselves heard over their classmates' shouted instructions. For the remaining moments of class, students compared pictures to see if they were successful or not.

Lesson #2—a focus on form

Although the idea of incorporating consciousness-raising (C-R) activities in the classroom is both theoretically sound and practically appealing, I hesitated to introduce explicit grammar lessons to my students. As Thornbury (1999:12) cautions, "Teachers must, in the end, cater for the learner's needs rather than those of the grammarian." To say that second-year high school students are not interested in grammar would merely be stating the obvious. However, in my job there is a real need to meet both the expectations of the policymakers and the students themselves. Students expect English conversation class to be entertaining and C-R activities do not always fulfill such expectations!

One activity that did was a worksheet downloaded from EFL4U.com. Called "Smart Crow", it is a grammar-based activity that puts students in groups of three to solve a puzzle. Each student is given a piece of paper with nine sentences that form a story about a clever crow. Initially, the sentences appear to be the same for each student, but that is not the

case. The students' task, therefore, is to determine which sentence is correct of the three they have in front of them. For example:

1. One day, a very thirsty crow was looking for something drink.
2. One day, a very thirsty crow was looking for something to drink.
3. One day, very thirsty crow looking for something to drink.

Reading aloud and listening lets students discover the correct sentence. In theory, this activity will be carried out orally, but students had difficulty with that and quickly compared sheets. Visually, they were able to identify the correct sentence

The lessons described here are shaped by the principles of TBL, if not always in practice, at least in design.

after some discussion in Korean, going on to complete the encoded phrase, "Smart Crow." When asked to re-tell the story in their own words, students faltered. One volunteered: "Crow thirsty, umm... Water go up. Smart bird!" Perhaps this retelling offers the strongest support for the place of grammar in a communicative syllabus. As Nunan (1995:153) points out, "without grammar it is impossible to communicate beyond a very rudimentary level."

Analysis and discussion

The lessons presented are an attempt to illustrate what happens in the classroom. Now the focus shifts to why lessons are taught as outlined. What justification is there for the approaches I have selected?

The role of comprehensible input

Rutherford (1987) points out that all learners want mastery of the target language, implying control of the grammar. To do so, comprehensible input is required. If my students hope to speak English, they must first be exposed to lots of language data. Given that most students study English conversation between one

and three hours a week, this condition is difficult to satisfy. Consequently, supplementary materials with lots of new vocabulary are provided, as well as taped dialogues and songs to increase students' exposure to both written and oral English.

Additionally, an effort is made by the teacher to increase student awareness of English through the use of small talk to begin and end every lesson. Initially, student response was poor, often limited to a smile or a visible lack of interest. However, as small talk now features in every class, students have grown accustomed to this practice and even initiate topics, such as the terrorist attacks in New York. "Teacher! Family is ok?" was the first anxious question to greet me on September 12. As Thornbury (1999) notes, simply conversing with students can be productive, though many teachers rarely do so. While Korean students are unaccustomed to receiving individual attention in class, a point is made to speak with everyone at least once per lesson, be it in the form of a direct question or a comment on the student's work as I walk around while they carry out the set task. This increases students' sense of involvement and ensures better participation.

Task-based learning

The lessons described here are shaped by the principles of TBL, if not always in practice, at least in design. Production tasks that involve lots of speaking are difficult to implement with complete beginners. One type of task that is recommended for beginners such as my students is "listen and do" (Willis 1996:59). In the clothing lesson, students issue instructions to their partner so she can reproduce an identical picture. The burden of production does exist, but students are able to circumvent this by speaking in short phrases (red skirt, long brown hair) as opposed to full sentences. The purpose of the activity is to draw the right picture, so the task is acceptable because it has what Nunan (2001) calls "a non-linguistic outcome."

In activities like these, the focus is more on vocabulary and meaning than on grammatical accuracy. Errors like "She have long black hair" were left uncorrected in class, but subsequently featured in a handout of student mistakes.

This activity engaged students because they recognized their own errors and were eager to know the right answers. A simple consciousness-raising technique like this appears to work well even with students of low English ability.

A more lexical approach

Though grammar is central in the three textbooks used, vocabulary also occupies a key position. Instead of memorizing lists of unrelated words, reminiscent of the Grammar Translation Method, I try to expose students to a variety of words and expressions used in real life through the introduction of topic-based lessons. Designing supplementary activities that run for two or three lessons is useful as words are related and re-occur frequently, so according to the connectionist SLA theory, it is easier for students to retain what they learn.

If learners rely on "lexical chunks" (Skehan 1998) and memorized collocations and phrases that sustain conversation, Willis (1997) believes structures will come in their own time. Based on this principle, an effort to expand students' vocabulary has been made through the introduction of theme-based lessons.

Conclusion

"No one seriously interested in the development of second and foreign language has ever suggested that learners do not need to master the grammatical system of the target language..."

(Nunan 1995:152)

Evidently, in my situation, grammar is considered neither "a necessary part of language instruction" nor "a sufficient condition for language learning." As shown, the role of school policy is crucial in shaping the content of and the manner in which lessons are conducted. Of course, it is essential to introduce some grammar in class, and the lessons presented in this paper attempt to do

exactly that, albeit unobtrusively. In my context, the native speaker teacher's role is that of a supporting player: the Korean teachers provide the structure while NSIs offer students chances to use the little they know through a variety of activities requiring participation. If a modicum of enjoyment can be found in lessons, motivation may well increase, leading to more interest in English in the future.

Looking beyond the narrow confines of Seong Am High School, it appears that grammar in the ELT world at large is still considered an important part of instruction, but no longer can it be decisively labelled a sufficient condition for language learning. If it were, the CLT movement would not exist, and both the Grammar Translation and Audiolingual Methods would still be widely employed. Clearly then, the language teaching profession has changed to reflect the realistic goals of its students. As new theories emerge, the practice of language teaching will undoubtedly expand to embrace new methods, approaches, and techniques in an attempt to keep pace with the latest findings regarding grammar and its place in the classroom.

The Author

Elizabeth Longo is currently working on her Masters degree through the University of Birmingham. Though she was a teacher at Seong Am High School, she now teaches at Sogang University. She can be reached at elizalongo@yahoo.com.

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Top Down & Bottom Up Listening Instruction (Part 2)

By James Ranalli

Training Notes

edited by
Douglas Margolis

Editor's Note: This is the second of a two-part series.

Last issue, I focused on top-down instruction and pointed out that teachers should be paying more attention to what goes wrong during listening lessons, and less to what goes right. When students make errors, these become opportunities for microteaching, helping students identify the cause of their errors and gain new understanding of English to improve their listening ability.

There are four basic stages to microteaching: (1) monitor and diagnose trouble spots; (2) "task-ify" the trouble spots; (3) rewind, replay, elicit, and prompt; and (4) now they say it.

Stage 1: Monitor and diagnose trouble spots

Microteaching involves going back to those points in the tape where learners had trouble. One simple method is that as soon as you've stopped the tape, let them check and discuss their answers in pairs. In addition to adding a cooperative and communicative element to the lesson, this approach gives the teacher time to move around and check student papers to see how they've done. Don't rely on student verbal responses.

If you find that a majority wrote nothing for one particular question, or they all wrote wrong answers, you know you have a candidate for microteaching. Another alternative suggested by Cauldwell (2000) is to actually let students control the tape recorder during a listening activity. They

will stop and replay the parts that most need microteaching.

Stage 2: "Task-ify" trouble spots

Now that you've found a problematic section of the script, cue up the tape to that section again and turn the problem into a task. This can mean simply replaying the sentence or sentences a few times in succession, and having students write down what they think they hear. They compare and consult with each other, adding more words and revising their hypotheses each time.

Another approach is to create short gap-fills on the board. For example, in one of my lessons students often have trouble with the following part of the tapescript:

I went to South Africa last year. I was doing some research for Fairweather Travel. I'd never been there before.

It's easy to see where the problem lay: the last sentence's contraction, representing the past perfect, is particularly difficult to catch. So on the board a quick gap-fill can help. I blank out a number of words, mostly unstressed function or "grammar" words. In this sort of "task-ifying," the trick is to zero in on the problem area while making the task instructive and challenging, through the proper number and placement of gaps.

Stage 3: Rewind, replay, elicit and prompt

Next, rewind and replay the selected portion of the tape a few times and elicit from students the missing words. You can use prompts and hints to guide them, for example: "The first letter is w." "What word does it sound like?" "Does that make sense here?" "Is the grammar OK?" "Does that change the meaning?"

Obviously, phonological issues are causing problems in the above example and the teacher must point them out. Specifically, there is elision of the sound /d/ in "I'd" when it meets the sound /n/ in "never"; in other words, /d/ tends to disappear in this position. Students

couldn't hear the sound, so they interpreted the sentence without it. In feedback on the gap-fill, some suggested the misheard word might have been I've, but clearly the present perfect doesn't work here. Some eliciting, prompting and microteaching can help clarify.

Clearly, microteaching will involve not just listening skills but also grammar and phonology, because many of the grammatical words which create fine distinctions in meaning (e.g. auxiliary verbs) are often unstressed and take on different forms in the stream of speech. Field (2000) has noted that "just because a word is known, does not mean that it will be recognized when it is heard." That's why teachers should be familiar with, and able to explain, what happens to the sounds of English in fast, spontaneous speech.

Stage 4: Now they say it

We're not finished yet. Before moving on to another trouble spot, the teacher can have the students reproduce the target sentence or sentences, trying to imitate the fluent speaker's intonation, stress and connected speech. They start slowly and then speed up, finally trying to match the speed of the tape. This sort of practice can be extremely gratifying and a big confidence builder for learners.

It's important to stress, however, that the passages chosen for microteaching should not be long. Two or three short sentences, or one longer one, should be the maximum. I would also recommend focusing on only a few trouble spots in any particular lesson. Usually three or four is a good number.

To sum up, microteaching offers a simple but effective means of incorporating work on bottom-up processes into your listening lessons. Try it!

The Author

Jim Ranalli coordinates training and development at Yonsei University's Foreign Language Institute. He has trained

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The Korea TESOL Journal

Information for Contributors

Editorial Policy

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

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

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

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

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

The Korea Research Foundation has rated the Korea TESOL Journal as a "Nationwide" scholarly journal.

Submission Categories

The KOTESOL Journal invites submissions in three categories:

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

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

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

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

Inquiries/Manuscripts to:

Dr. Park Joo-Kyung, Editor-in-Chief and Trevor H. Gulliver, Managing Editor at

ktj52002@yahoo.com

Submissions received before before September 30th will be considered for publication in Korea TESOL Journal Volume 5 (Fall/Winter 2002).

*The Korea TESOL Journal accepts submissions on a continuous basis.
Find the Korea TESOL Journal in ERIC.*

Teaching Young Learners

This is the first in a series of articles specifically related to Young Learner issues and is aimed at Young Learner teachers and teacher trainers. In light of the fact that the most recent generation to undergo English education is freshly out of diapers, it is only natural that KOTESOL court this ever growing but underserved segment of ELT.

This of course begs the question, who are young learners? There is considerable debate over what age group constitutes young learners. To date, two groups of learners make up young learners: Very Young Learners (VYL) under 7 and Young Learners (YL) 7-12. Teenagers, who are not quite adults but no longer children, can be classified as well. For lack of an accepted, politically correct term I refer to them as Young Adults (YA).

The reason for this three-tier distinction is that each group has unique learning abilities that must be catered to in different ways. Jean Piaget's stages of intellectual development also justify this YL division (Pre Operational (2-7), Operational (7-12) and the critical stage of Formal Operations (12-adult)).

Being that this is the first instance of a new column devoted to Teaching Young Learners, I wanted to write something special to demonstrate that teaching young learners can be just as serious and academic a context as teaching adults. I wanted this column to trumpet the message that young learner teachers can be competent and professional and that the YL field itself is worthy of our attention.

After brainstorming, I decided to introduce you to Lev Vygotsky, the Russian psychologist, and his Zone of Proximal Development (ZPD). I drew up a mind map to include related concepts such as Krashen's Input Hypothesis ($i+1$), interlanguage, scaffolding,

cooperative learning, and whole language learning. I wanted to wrap it all up in a neat, little, easy-to-understand package of social constructivist theory. That idea will have to wait for another day. Instead, I will relate a story about one of my earliest YL breakthroughs!

Show, Not Tell

My introduction to YL was a common one. I marched into class and started to teach a group of eight year olds. With the best of intentions, I got up in front of the board and *tried* to TEACH! Naturally the little miscreants crawled under the table, fell off their chairs, wandered around looking for an adventure. This scenario went on for some time. The straw that broke this camel's back was when I got *dong-chimed*. If you are unfamiliar with this *dong-chim* practice, it is a devilish ritual perpetrated by Korean children in the spirit of proctological fun. To be honest, I lost my temper and acted much like a two year old myself. Anyway, my breakthrough came when the 'doctor' took his seat and the others followed suit.

In hindsight, it was a critical lesson in the dynamics of social interaction. Since there is a bit of a gap between what children can accomplish with and without our help, the trick is in giving just the right amount of support necessary to get them to the next level ($i+1$). By watching and learning from adults or peers, children build up a stock of cultural know-how, of thought, discourse, and behavior. In a ZPD nutshell, children's social development stimulates their cognitive development.

How has that changed my own teaching and learning? Well, my beliefs about my role as teacher changed. I no longer cling to the traditional role of teacher. A coach is a better portrayal. However, passing that baton of power to students was easier said than done. Luckily for me, classroom chaos is a thing of the past. My students now spend more time on-task and less

time probing personal body parts. Of course, classroom management is not so simple. But transforming my role as teacher was a catalyst for further positive change.

Another way ZPD has changed my professional life is in my pursuit of



cooperative development. Learning is a collaborative process. General advice and teaching tips, networking, and relieving job related stress are all borne of collegial interaction. The larger issue is one of mentoring. And ZPD need not be restricted to the realm of children. Learning and growth do continue beyond infancy and adolescence.

A salesman I am not. But do let me share with you some opportunities for personal and professional development. Spearheading this new wave of interest in YL is the Young Learners Special Interest Group. It is open to all KOTESOL members. Exciting plans in the works include a possible YL Symposium, a newsletter or journal, teacher training sessions, and an employment database. To find out more, visit with us in October or go to <http://www.kotesol.org/younglearn/>. Also of interest is the TESOL E-List at <http://www.hunter.cuny.edu/~tesl-l/>.

Contact KOTESOL if you have a specific topic interest or if you would like to contribute. Your thoughts and comments are gladly welcome. If Lev Vygotsky and Social Constructivism pique your interest, go to <http://pds.uh.edu/~ichen/ebook/ET-IT/social.htm> for additional information and classroom applications.

continued from page 10

native-speaker and Korean English teachers on the Cambridge CELTA and DTEFLA courses and at the Seoul Teacher Training Center.

References

- Cauldwell, R. (2000). Grasping the nettle: The importance of perception work in listening comprehension. *Eger Journal of English Studies*.
- Field, J. (2000). Finding one's way in the fog: listening strategies and second-language learners. *Modern English Teacher* 9(1).

One KOTESOL Research Grant Awarded

Research Acts

by
Andrew
Finch

The KOTESOL Research Committee has approved the Research Grant application proposal made by Douglas Margolis. This research will be investigating the use of foreign language compensation strategies. Here are some excerpts from the author's abstract

Use of compensation strategies seem to particularly coincide well with the interaction theory of second language acquisition and input and output theories. When students encounter gaps in their foreign language knowledge or ability, their struggle to compensate and bridge the gap may help advance their interlanguage system. The subject of compensation strategies is especially important for Korean and other Asian students, who tend to memorize and hold vast quantities of lexical and grammatical knowledge, but often find accessing this information for communication difficult.

This project involves collecting survey responses from college and university English students throughout Korea. The survey has already been translated into Korean and used at two schools. The plan is to draw up a list of all colleges and universities in Korea, then divide into two groups: urban and rural. Then schools will be randomly selected from each group. I will make contact with the schools and attempt to obtain survey participants from teachers in the English departments or foreign language institutes. To improve response rates, I plan to personally visit the schools and administer the surveys if possible.

Previous work on compensation strategies use found differences by gender, and proficiency level, and years of study. This study is expected to confirm these findings and add to the evidentiary base for making claims about Korean student compensation strategy usage. If so, the study will support the threshold theory, that some strategies are inaccessible to lower level students until a certain degree of proficiency is met. Further, the findings might help identify which strategies can be taught to which levels. Finally, it should also identify strategies that are least utilized and possibly deserve student attention.

- Douglas Margolis.

There is still one Research Grant available for this year. Please feel free to apply. Details are at this address: http://www.kotesol.org/research_mission.shtml (section 2.1).

36th IATEFL Annual International Conference

by Woo Sang Do, *KOTESOL 1st VP*

I would like to begin this report by expressing my deep gratitude to all Korea TESOL members for allowing me to attend the 36th Annual International IATEFL (International Association of Teachers of English as a Foreign Language) Conference held on March 23rd - 27th in the historic city of York as Korea TESOL's representative. Also I would like to thank the British Council Korea for providing me with a travel grant.

The venue was the University of York in the historical city of York in England. I needed to take the train from Manchester to York after a 12-hour flight. I arrived at the University around midnight after 18 hours from my home in Gongju. Since I arrived on Friday midnight, I missed the wonderful welcoming reception on the boat for the Associates' representatives from all over the world. The next morning I found myself in the midst of a beautiful campus with a lot of trees and daffodils, and a lake with hundreds of ducks of different sizes and colors.

On Saturday, March 23rd, Special Interest Groups held pre-conference events in the morning and afternoon. These events were for delegates who wished to concentrate on a particular topic. Unfortunately, I was not able to participate in any of the pre-conference events since the IATEFL Associates' Day event was also scheduled on the same day. Associates' Day began with greetings by IATEFL President Susan Barduhn, Vice-President Peter Grudy, and Associate Coordinator Kari Smith. The meeting was very tightly scheduled with presentations, workshops, a business meeting, and regional meetings.

Through the event I have developed a network with representatives from other parts of the world, especially with the representatives from Asia: Thailand, Japan, China, and Singapore. Also, the agreement between Korea TESOL and IATEFL was renewed for the next 3 years. In the evening the Mayor of York, Councillor Irene Waudby, came to the gathering to welcome the delegates to the beautiful, historic city.

Sunday morning marked the opening ceremonies of the 36th Annual International Conference with a welcoming speech by the President, and Prof. B. Kumaravivelu (San Jose State University) gave an opening plenary on the topic of "Method, antimethod, and postmethod". Each day 20 concurrent sessions were given twice in the morning and twice in the afternoon. The organizers of the conference did a great job with scheduling by allotting a long break between sessions and a long lunch break, which gave delegates plenty of time to talk with other members, to enjoy the beautiful and relaxing atmosphere, and to visit the exhibition area. Also, several colleges where delegates stayed opened their pubs until 1 in the morning for the members to talk and share ideas.

The conference organizers tried to make the whole event as enjoyable and memorable as possible by adding some special events during lunchtime and in the evenings. Among those events I would like to mention two events, one informative and one enjoyable. The organizers arranged special sessions for the newcomers to help them get the most out of the conference. And they also prepared a special event each evening; including an interactive comedy show 'The Roger', an evening of poems by and for TEFLers, and an International Quiz. I really enjoyed the show and it showed the audience the great potential of plays for language teachers. I was glad to learn from one of the actors that the group was coming to Korea and Japan in May through the sponsorship of the British Council Korea. The group was planning to have a show in Seoul and Busan and also give workshops to English teachers. The details about the special event were/are available on the British Council Korea homepage.

Monday and Tuesday began with thought-provoking plenary speeches delivered by Prof. Diane Larsen-Freeman (School of International Training), Prof. Martha Pennington (University of Luton), and Prof. Leni Dam (Danish University of Education). They spoke on 'Understanding language' (Diane Larsen-Freeman), 'Bridging gaps: a

dialectic perspective on teacher development' (Martha Pennington), 'Developing learner autonomy – preparing learners for life-long learning' (Leni Dam). Over the four full days more than 300 academic sessions of talks, workshops, panel discussions, swap shops and SIG Open Forums provided delegates with much needed information, ideas, and networking. The closing plenary by Prof. Peter Skehan (King's College) gave food for thought to researchers and teachers on the way back home with the topic "Task-based instruction: How can theory and research contribute to practice?"

The 36th International Annual IATEFL Conference, overall, was very well organized, informative, and memorable to the 1,300 participants. I believe that its success was made possible by the devotion and cooperation of the members of the Executive Committee, Conference Committee, Special Interest Group Coordinators, Publication Committee, and IATEFL Staff. I would like to give them a round of applaud for their time and efforts. I am sure their labor and dedication made it possible for us to enjoy the conference all the more.

I have tried to achieve my mission as a Korea TESOL representative to the IATEFL Conference. Since Korea TESOL sent a representative to the IATEFL Conference first time after two associations had signed an agreement, the representative had so much work to do. I planned to focus on four specific areas; consolidating the relationship with IATEFL through personal contacts, finding potential plenary speakers for conferences, networking with other international partners, and learning about association's management and conference organization. I have gathered good ideas and lessons to improve KOTESOL organizationally and myself professionally and personally. I would like to contribute to the development of Korea TESOL with the lessons and ideas learned from my trip to the IATEFL Conference. I hope the exchange and cooperation between our two associations will be strengthened. Next year's IATEFL conference is scheduled to be held in Brighton in UK.

Greetings to all KOTESOL members and friends.

By the time you read this, almost all of the preparations for the 10th Korea TESOL International Conference will be complete. You'll be perusing the schedule, choosing which presentations to go to, what to have for lunch, and the like, while we on the Conference Committee will be busy getting all the last minute things in place. Before we all get caught in the whirlwind of Conference activity, I'd like to take note of a few things.

First, our list of presenter is becoming more and more international every year. This year, we are pleased to have presenters from our usual partner organizations in Taiwan, Japan, and Thailand, but we are also pleased to have presenters coming from Australia, Malaysia, and even Iran. This diversity in the international profile of our presenters can only benefit our Conference, as this increases the number of differing voices and perspectives for us to listen to and learn from.

Second, we are pleased to announce the addition of two additional Featured Speakers to our list of Invited Speakers. We look forward to presentations from David Carless and Aleda Krause, in addition to our plenary talks from Andy Curtis and Martin Bygate, as well as our Featured Presentations from Gwyneth Fox and Pauline Rea-Dickins. Please check the Conference Website for further information on their presentations.

Third, we are pleased to welcome back the Guest Services Team from Hyecheon College in Daejeon. This group of students from the Hospitality and Tourism Department at Hyecheon will be working as our main volunteer team for the Conference, helping you get from A to B, taking your registration forms, reminding you of lunch options, and so on. This "working weekend" will not only be an invaluable source of experience for these students – it will also be their Midterm Exam. If you have the chance to receive some help from these young

student workers this weekend, be sure to thank them.

Fourth, there have been discussions within the Conference Committee and within our National Executive Council concerning the future of this Conference and of the Conference framework within KOTESOL. In the light of the increasingly international nature of this Conference, and the increased presence and support of our Organizational Partners, we are looking seriously at questions like this:

1. Has the International Conference grown to a point where we need to move to a new type of venue, e.g. from university campuses to convention/exhibition type spaces?
2. Is it time for KOTESOL to establish a "National Conference", focusing on primarily domestic presentations, in addition to our International Conference?
3. How much space do we need to adequately accommodate the needs of our Organizational Partners?

We hope to address these questions within the Conference Committee and the National Executive Council during the upcoming weeks and months. We need your input, as well. Any decisions that are made on these questions affect you, the members of this organization, directly. If you have any thoughts, opinions, or concerns on these or any other issues, it is your right as a member to contribute to the discussion. Talk to us, or to any member of the National Executive, or to any member of your Chapter Executive. Let us know what's on your mind.

Finally, it's important to remember that this Conference cannot happen without a group of KOTESOL members who are willing to help it become a reality. This Conference happens because of this team,

and without them, my position as Chair of the Conference Committee is meaningless. To Dr. Ju Yangdon, Dr. Yeum Kyung-sook, Gerry Lassche, Joan Shin, David Shaffer, Roxanne Silvaniuk, Sean O'Connor, Sharon Morrison, Sharron Fast, Mark Balfe-Taylor, David Berry, Robert Gallagher, Baek

Conference 2002 by Craig Bartlett

Hyunkyung, John Phillips, Schuyler Roche, and Rob Dickey, I say "Thank you very much". This job would have been impossible without you, and I am very privileged to have worked with you.

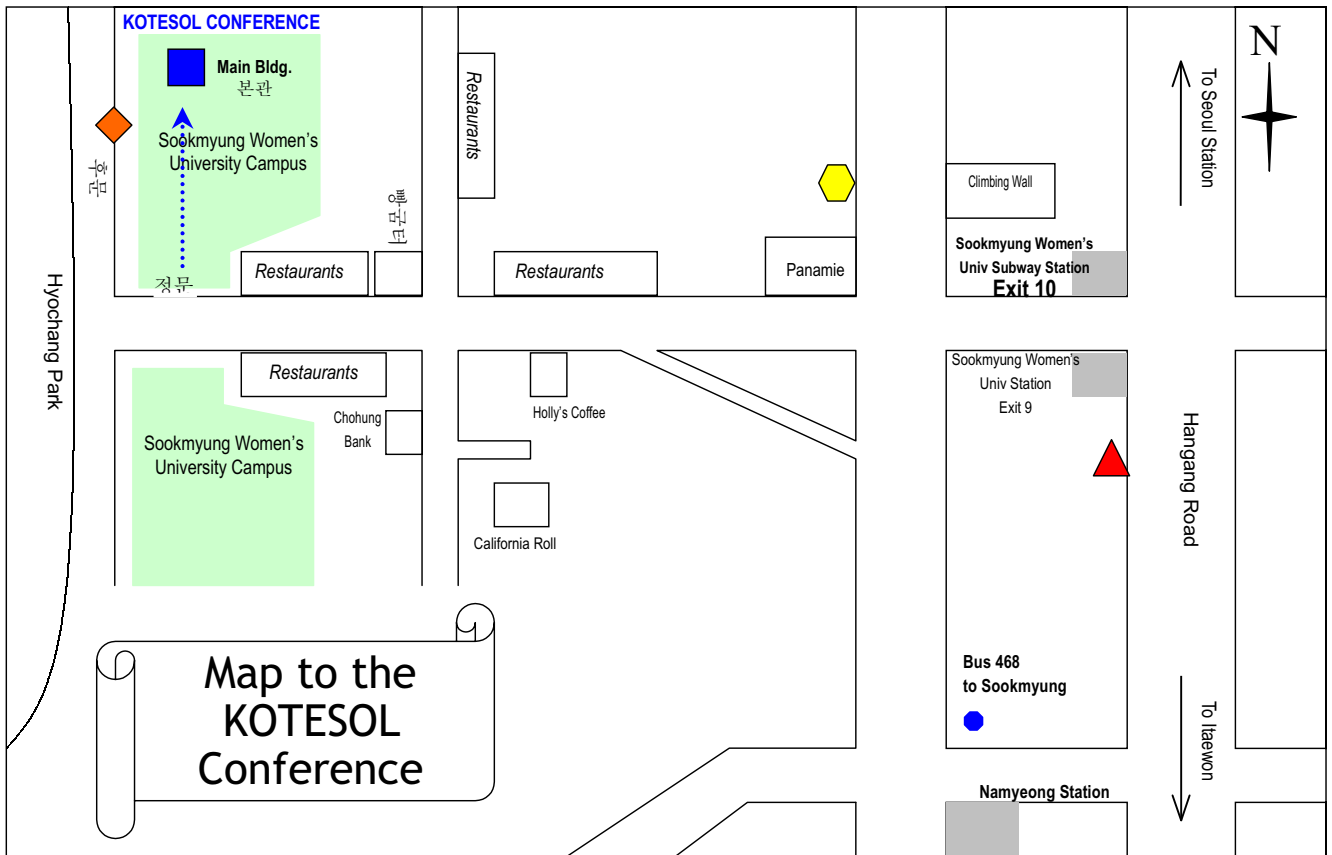
This is my last Conference Column, and after my term as Conference Chair ends, I hope to spend more time concentrating on some other projects, both professional and personal. However, I still plan to be an active member of KOTESOL, participating in Gangwon Chapter and attending the many events sponsored by this organization. I hope to see you all again in the future. In the meantime, as we say in Newfoundland, "Long may yer big jib draw."

Conference Briefs




- Pre-registration is open 'til the 19th. 10,000 won discount! Check out the KOTESOL website for more info.
- List of conference-area accommodations is posted on the website.
- Books, Books, Books. Over 20 distributors of ELT materials will be at the conference. Usually a substantial discount on purchase of single copies.
- You must be a member to attend this year's conference. You can (re)join in pre-registration or at the conference venue at the time of registration.

**The ENGLISH
CONNECTION**

... needs proofreaders, layout artists, writers, EFL cowboys, and language teaching professionals. If you want to participate in production or just provide valuable feedback, contact us at kotesol@chollian.net



BUS STOP INFORMATION

-  Bus stop for the following bus numbers:
23, 25, 26, 26-2, 26-3, 38, 55-2, 62, 76, 78-3, 81, 81-1, 84, 85,
128, 142, 142-1, 143, 150, 151, 152-1, 550, 725, 797
-  Bus stop for the following numbers:
56, 57, 468
-  Bus stop for the following numbers:
53, 54, 57, 124, 468

SUBWAY INFORMATION

From Sookmyung Women's Univ. Subway Station (Stop #427 on the Sky Blue No. 4 line): Get out Exit 10. Walk under the overpass and keep walking straight (past two traffic lights). The main gate (정문) will be on your right side. Turn right onto the Sookmyung campus, and keep walking straight. Walk up a few sets of stairs. The Main Building (본관) is right in front of you!

From Namyong Subway Station (Stop #134 on the Blue No. 1 line): Exit Namyong station (only one exit possible), and cross the street. Walk under the overpass, then turn right. The bus station is just a few steps in front of you. ● Take bus #468 (마을버스) until you get to Sookmyung's back gate (후문). Walk onto campus and turn left. Follow the same road as it turns right. The Main Building (본관) will be on your left.

AIRPORT INFORMATION

Take an Express Bus from Incheon Airport to SEOUL STATION (서울역). From Seoul Station, you can take a short cab ride saying "Sook Dae Jung Moon". Or take the subway—both the Sky Blue No. 4 line and the Blue No. 1 line can be taken from Seoul Station. See the information above for details about directions from the subway.

For more directions to the KOTESOL Conference, floor plans, campus maps, schedules, and more visit www.kotesol.org.

The 10th Korea TESOL International Conference Schedule of Presentations (*Partial Listing*)

SATURDAY October 5

9 - 9:50

Classroom research: Using the results to improve language teaching
Don Makarchuk

Unlocking the Mystery of English Idioms
Jim Life

Is there a future for e-learning?
Rania Samir Sultan

9 - 10:30

Magic in EFL Part 1: Creating Communicative Contexts for Learning
Stephen Fergusson

Teaching Students to Avoid Plagiarism
Ivan Katz

10 - 10:50

A case study of EFL curriculum and material evaluation
Hyun Jung Kim

Global Stories: Voices from the Invisible World
John Small

Cross Cultural Learning Styles Research: How far have we gone
Ian Isemonger

A Comparative Approach to Class and Individual Feedback
Craig Howard & Kim Willcocks

Communicative Language Teaching (CLT) in a Korean secondary classroom
Hyun Hee Kim

Motivation and anxiety of Japanese female EFL students
Ayako Shibuya

Facilitating Conversational Listening Skills Through Video
Tony Schiera

International Email Exchanges for the ESL Classroom
William M. Balsamo

11:30 - 12:30

Plenary Address:
Andy Curtis
Coping with Change Creatively

1:00 - 1:50

Featured Speakers

Gwynneth Fox
The Attraction of Words.

Pauline Rea-Dickens
*To Assess or Not to Assess?:
challenging tensions and
inconsistencies in primary
foreign language teaching.*

2 - 2:50

Magic in EFL Part 2: Staging a "Magic Show"
Stephen Fergusson *Elem Ed*

Teaching English Stress without the Stress
Terri-Jo Everest *Learning Styles*

Shadowing and Summarizing Exercises
John Small *Alt Approaches*

Lifelong Learning: No new Patch on an old Garment
Monica van Heerden *TD*

Re-shaping of consciousness for EFL performances
*Byong-Won Kim, Joshua Snyder,
& Steven Pavelich* *Research*

Free Interactive Websites and Online Quizzes:
No Programming Required
Adam Turner *CALL*

2 - 3:30

Creating an Integrated Curriculum for a Global World
Judith A. Johnson *X-Culture*

Bring the World into your Classroom through Video
Kip Cates *Video*

3 - 3:50

An Interactive Learning Journal
*Andrew Finch &
Kevin Sampson* *Learning Styles*

Accidental Research – the End-driven Quest
Christopher J.A. Wolfe *Research*

Simple Computer-based Activities for College Students
William M. Balsamo *CALL*

Are These Kids Brats or Is It Just Me?
Rachel Miller *Elem Ed*

3:00 - 4:30

Teacher development from inside out
Corony Edwards *TD*

4 - 4:50

Creating Stories for Young EFL Learners
Kay Hammond *Elem Ed*

Teaching and learning methodologies for a culture course
Mitchell Clark *X-culture*

Alternative learning resources and strategies for under-resourced classrooms
Mila C. Laurel *Learning styles*

Action Research and Teacher Change
Liam Morgan *TD*

Communicator goals and discourse in Americans, Korean-Americans and Koreans
Jeongwan Lim *Research*

Internet-assisted Cooperative College English Classes
Gyonggu Shin *CALL*

12 + 1 techniques for teaching novels
Rania Samir Sultan *Literacy*

Exploring anxiety: An action research project
Daniel Armstrong & Gerry Lassche

Schedule of Presentations

SATURDAY October 5 continued

4:30 - 6

English Language Games: The taboo motivator
Gavin Leiminer & Stacey Tabert

Measuring Progress in Communicative Proficiency
Alistair Van Moere *Testing*

Teaching Listening: Illuminate the Language
Alastair Graham-Marr *Alt approaches*

Cognitive Teaching Techniques
Roger Fusselman *Alt approaches*

Respect for Students: A Metaphor to Teach by
Reiko Mori *TD*

Sailing techniques on Titanic: Using video to teach English
David Berry *Video*

Student choice in a content-based English language class
Mark Fraser

& Sean Sutherland *Curriculum development*

Teaching and Learning English Grammar through Cooperative Learning
Myung-jai Kang

SUNDAY October 6

9 - 9:50

Modeling Academic Genres of Writing
Damian Lucantonio & Christopher Gallagher *Literacy*

Who Can Teach Grammar and Pronunciation?
Marcela Jonas & Catherine Adler *TD*

Criteria of Success: Did We Succeed?
David Dugas *Testing*

9:30 - 11:00

The Art of Telling Stories
Jake Kimball & Cheryl Hedlund *Elem Ed*

Language Awareness and International Understanding through English
Kip Cates *X Culture*

10 - 10:50

Reading strategy instruction and its effects on ESL comprehension
Nooreiny Maarof & Melor Md Yunus *Literacy*

What happens after a Teacher Training Program in a Korean School
Jim Gongwer *TD*

Impact of China's National College English Test on ESL Instruction
Siriluck Usaha & Jun Wang *Testing*

Korean learners' reactions to communicative language teaching
Maria K. Oh *Learning styles*

11 - 11:50

Plenary

Martin Bygate

*Do we learn the big things first?
Some issues in second language learning.*

12:30 - 1:20

Featured Speakers

David Carless

The deployment of native-speakers in school systems.

Aleda Krause

Active Learning: The Only Way Children Learn

1:30 - 2:20

Structure—How Much is Too Much?
Jack Kimball *Elem Ed*

Inspirational Teaching: Motivating Students
Douglas P. Margolis *Learning styles*

What really happened in the English classroom?
Aurapan Weerawong *TD*

A model for peer-assessment of conversation skills
Andrew Finch & Kevin Sampson *Testing*

Our students' preferences: Let's care more about them!!
Fahimeh Marefat *Literacy*

Cross-culturalism in the Korean ESL Classroom and Working Environment
Paul Mead, Lee Mi-Jae, & Woo Sang-do *X Culture*

2:30 - 3:20

Speaking for a Purpose
Damian Lucantonio *Learning styles*

Conceptual and Practical Problems in Oral Testing
Peter Nelson *Testing*

Integrating L1 Literacy Acquisition Principles and EFL Classrooms
Carol Chi-Hyun Kim & Eugene Spindler *Literacy*

Do we need intercultural understanding?
Kong-ju Suh *X Culture*

2:30 - 4:00

Increasing classroom interaction without games or gimmicks
Joan Kang Shin & Mary J. Miller *Elem Ed*

3:30 - 4:30

The Lonely Planet Approach
Todd Rucynski *X Culture*

Better Testing, Fewer Headaches: MSPAT and Other Innovations
Eric J. McClellan *Testing*

Erring in English: Korean L1 and Culture Interference
David E. Shaffer *Literacy*

Aston University Language Studies Unit

MSc in TESOL/TESP

BY KEITH RICHARDS AND
JANE WILLIS

BACKGROUND

The Aston MSc, which can be taken entirely in distance mode (i.e. no visits to UK are required), was established well over a decade ago as the only one of its kind in the United Kingdom. Internationally recognised, we now have over 650 successful graduates, a majority of whom have gained promotion and better jobs as a direct result of their Aston Master's studies.

In its revised modular form, the Aston MSc represents the fruit of twelve years' experience in the field of distance learning. The eight specialist academic and two support staff work as a dedicated team and between us we have well over ninety years of shared experience in the field of distance learning TESOL/TESP at Master's level.

CONTEXTUALISED EDUCATION: THEORY IN PRACTICE

Out of this shared experience of distance education, we have developed the concept of *contextualised education*, in which we seek to create the conditions under which it is possible for participants to make the course meaningful in terms of their own professional context. This is not a course where we provide the 'theory' and leave the application to participants; it is better understood as a process of professional and personal development based on the exploration of 'theory in practice'.

The programme involves participants in the excitement of 'becoming theoretical' in the context of a professional environment with which they are familiar. As an example, participants are free (with the support of the subject specialist) to

select their own assignment topics, arising out of their own classroom or professional practice.

FLEXIBILITY

The greatest attraction of our modular distance learning course is that it allows maximum flexibility. Participants can tailor the course to their own professional needs and aspirations, making the best use of whatever local opportunities exist.

Participants are free to choose whichever modules they wish in whatever order they wish (although the MSc must be completed with a dissertation), at whatever time they wish, paying for each module as it is ordered. However, it is important to help participants plan the best pathway through the programme, and with this in mind there is an initial (compulsory) Foundation Module.

COURSE STRUCTURE AND CONTENT

The Foundation Module is the linchpin of the whole programme. This is more than just an introduction to the modules in the programme, it is also an introduction to planning and study at Master's level and a guide to academic writing. At the end of it, participants submit a portfolio of work which comprises samples of work from all double modules and rationale for their initial pathway choices. This gives them a clear picture of what lies ahead in terms of both content and assessment, and, more importantly, an understanding of how they relate to the programme.

In order to complete the MSc successfully, participants must accumulate 180 credits, which must include the Foundation Module (20 credits) and the Dissertation (30 credits). All double modules are worth 20 credits and single modules are worth 10 credits.

The following double modules are currently available: Foundation Module, Methodology, Text & Discourse Analysis, Course & Syllabus Design, Investigating Interaction in Context, Materials Analysis & Production and Lexical Studies. Single modules include: Grammar of Modern English, Teacher Development, Language Testing, Computational Linguistics, Management of ELT, and Distance Learning. A module on Teaching Young Learners is currently being developed.

ASSESSMENT

All assessment can be by assignment. However, participants have the option of electing for a written examination in three of the double modules.

TIMING

Participants can join the programme at any time and are formally registered at the next available registration date (1 January, 1 April, 1 July, 1 October). The course can be completed in 24 months, or any time within five years. Participants aiming to complete in two years normally spend around 12-15 hours a week at their studies.

SUPPORT

Any successful distance learning programme depends on effective participant support.

At the core of our support network is the tutor system. Participants are assigned to an Aston Tutor who will be working with a maximum intake of twenty participants in any calendar year (the norm is 10-12). Experience has shown us that this allows us to develop strong personal contact with participants, essential for happy and effective study at a distance.

-continued on next page

The Way Forward

In addition to their Tutor, participants have direct access to the subject specialist who gives academic support for the particular Double or Single module(s) they are currently studying. The following staff are also there to help: MSc Administrator, Financial Administrator, Pastoral Tutor (personal), and LSU Director (general).

'At the beginning, I saw theory as a more remote concept, but through the module you begin to see your own teaching context as having significance, and learn to support this through the numerous references that can be followed up.'

Sandra Fraser UK

ASTON GRADUATES' PUBLICATIONS

We are especially proud of the performance of our graduates – they have published many papers in internationally refereed journals in our field. In the past year you'll find papers written by our graduates in journals such as *TESOL Quarterly*, *Language Learning* and *ELT Journal*, and recently a graduate from our Spain centre won a prestigious international award for his first book, on pronunciation.

"I can't say enough about the program and its benefits . . . "

Regular contact is maintained through a monthly newsletter and an email discussion group.

Where there is a sufficiently large group of students (at least 6-8, depending on location), we establish a Local Resource Collection consisting of key books and journals, to which we make regular visits. Every six months a programme of visits is published and attendance is open to all participants, whatever the venue.

Participants are always welcome to visit us at Aston, and to spend some time studying on campus under the guidance of a specialist tutor.

FEEDBACK FROM PARTICIPANTS

We have received very positive feedback both from our external examiner and from our course participants. Typical comments from people who have completed the Foundation Module include:

Being carefully taken through the elements of what is required of us as we aim for the master's level was very helpful and thought-provoking for me, and made me reassess how I regard my own role as a teacher and what I can possibly achieve.'

Mary Forbes, Japan

One participant described how he and his group were already getting a taste of the benefits of Action Research as they progressed from the Foundation Module through the MSc:

'I can't say enough about the program and its benefits for me personally. [...] upon reflection for me it was a slow process of "wow, there are lots of really interesting things ahead and I want to get out there and have a listen, take a look, and be part of the chat." The energy put into the modules really makes me feel tuned in to some incredible minds discussing a lot of issues that resonate in and outside the language classroom'.

Robert Salter, Japan

'I don't think I've ever had such detailed and considered feedback before. Wonderful. Not only rewarding and invaluable to receive, but also something which will inform my own practice.'

Julian Brasington, UK

MAINTAINING HIGH STANDARDS

This performance of our graduates over the years has placed a heavy responsibility in terms of maintaining academic standards. Here at Aston, the close contact between tutors and participants, combined with a rigorous double marking system, has already proved itself very robust. We have also built in a random telephone viva check as a further guarantee.

THE WAY FORWARD

Our aim in designing this programme has been to move away from the idea of a lockstep procedure, and to offer a flexible framework within which individuals can realise their professional potential.

With the right educational philosophy and strong practical support, distance learning offers an ideal opportunity for intellectual, professional and personal development.

WHO TO CONTACT

If you are interested in finding out more about the Aston MSc in TESOL or TESP, please contact

**Sue Morton,
Language Studies Unit,
Aston University,
Birmingham B4 7ET.**

**Fax: + 44-121-359-2725.
Tel: + 44-121-359-3611.
Email: LSU@aston.ac.uk**

***Visit the Aston University display booth
to learn more about the Master's Programme.***

In this issue, our Member Spotlight goes on Julie Stockton, employed at Handong International School in Pohang. Her hometown is Seattle, Washington, USA. Julie is a graduate of Western Washington

Membership Spotlight

by
Jerry Foley

University with a degree in English Secondary Education. Presently, she is working on a Master of Arts at City University in Seattle.

Julie has been attending KOTESOL meetings since coming to Korea in August of 1998, and she has also been to all of the yearly conferences since then. Presently, she is serving as the secretary of the Daegu-Gyeongbuk Chapter.

Before coming to Korea, Julie taught math in public schools in America, at a high school and at a middle school. Although her degree is in English, she is also holds a math endorsement. Math is a hobby of hers, and she has taken several math courses.

Julie thinks that students should read, write, listen, and speak in every class. Her other thoughts about teaching are that the teacher should not dominate the classroom, and the teacher should not talk or lecture for much of the class, either. She likes cooperative work in class, with everyone sharing and contributing and using English. Julie also likes to teach literature and writing, and finds that when we read, we have something to discuss and write about.

Julie wanted to add that she teaches English social studies and English literature. "Students get so wrapped up in content that they tend to view English as a means to understanding the content and it's somehow easier to get on with it. Otherwise, we focus too much on the challenge of learning English. I like the focus to be on a topic and the English to be a wonderful by-product. I also find that my students progress very rapidly in this kind of program. They learn lots of vocabulary and use it over and over again as we discuss and write about what we are reading."

As to what she likes doing in her free time, or hobbies other than math, Julie likes to read and hike. She says that she used to love to sew, especially to make quilts.

However, now there is not much time for it since pursuing a Masters takes so much time.

For travel experiences, she says that mostly she goes home to see her family during breaks. Last summer, she went to Thailand and it was wonderful. In the future, she hopes to go to Cheju Island because she has heard it is very beautiful.

Considering the future, Julie and her husband plan to stay at Handong for the next five years; they really love it there. She says the students are really kind to them, and the Korean professors really make them feel welcome, so it is a great place to work. They will go back to America after that. Julie adds that she might become a librarian, as it is something she has always wanted to do.

Julie Stockton also wanted to include, "I really love teaching in Korea. I wish that every teacher could have this wonderful opportunity. The Korean people are very considerate, and the culture is very interesting. We enjoy traveling around Korea because it's very diverse. We especially enjoy the mountains; they're so beautiful.

Are You Forward-looking?

Yes? Really? Then help your students attend **AYF3** in Taipei.

Last November, nine students from around Korea, along with 40 other students from nine countries throughout Asia, attended the second Asian Youth Forum in Kitakyushu, Japan. They enjoyed this unique opportunity to meet their peers from other Asian countries and share the best of Korean culture. They got a taste of what other cultures have to offer. They had a chance to talk about what they liked and disliked about their station in life, about how their circumstances could and should be improved. In essence, that they are responsible for their future and the future of their international peers. It is no longer a world where we "look after our own". It is a world where we look after each other, where our decisions affect others outside of the realm of "us" or "mine". It was a learning experience characterized by the following statements/observations from participants in AYF2:

Michiko (Japan) "Awesome! This is what I thought and felt when I was at AYF. Our four days together was too short, but it was long enough to feel that I'm one of the Asian youth who has the potential to change the world for the better."

Lan Ahn (Vietnam) "AYF is not just a conference for young people, it's a movement, a belief in the importance of intercultural exchanges and understanding in today's complex world, a way to affect what will happen to us."

The Asian Youth Forum is happening again, this time in Taipei, Taiwan, November 7-11. Help your students have the experience of a lifetime. For questions about AYF, email us at questions@asianyouthforum.org, or to apply to join the next forum in Taipei, have your students email us at apply@asianyouthforum.org Your students will thank you. And we thank you. **Cheers!**

Konglish: Wronglish?

February 28, 1996, I arrived tongueless and tongue-tied in Korea. Or so I thought. I soon found that English words abound in Korean and became a grateful advocate of “Konglish”. Let’s check out some types below (note: Konglish words will be italicised as they can’t be “hangeulised” here).

Konglish “direct loanwords” often come straight from English [or another (intermediary) language, notably Japanese] and retain their meaning but may be much simplified in form. Illustrative are *driver* (screwdriver), *self* (self-service), and *D.C.* (discount). Many, moreover, occupy specific semantic fields, filling certain lexical gaps. Thus culinary words *ice cream* (<English), *spaghetti* (<Italian) and *baguette* (<French), and more technically-oriented *allergy*, *computer*, and *virus*.

Infectious though such loanwords are, not all remain “direct”: a fair few broaden or narrow in meaning. Some generalisations are *lover* (“intimate”, or not, boyfriend or girlfriend), *cologne* (after-bath splash for either sex), and *burberry* (an overcoat), one of many brandnames gone generic. In contrast are

specialisations *bond* (super-glue), *cunning* [cheating on tests - also a Janglish (Japanese+English) term], and *hunting* (cruising), popular when a *meeting* (group blind date) goes awry.

Third are the “shifty extenders”, loanwords with quite altered meanings (and sometimes parts of speech). These transferred terms may require some metaphoric leaps in logic to figure out. Ever over-indulged in *cream sands*, that is cream-filled cookies, not ice-cream sandwiches? If you should *overeat* (vomit), make a *promise* (appointment) with your *training* (jogging suit, not trainers), work those *hips* (buttocks), and grab the *gargle* (mouthwash)!

Last are some refreshing fabrications which contain English-like elements but are not (yet) standard English. Some few translate Korean words: *time teacher* (part-time lecturer), *name card*, and possibly *one-sided love*. More creative are blends *spolex* (sports complex) and *sogaeting* [introductory (mee)ting, date], plus compounds *free-talking* (chit-chat), *eye-shopping* (window-shopping), and *back-writing* (tracing letters on a classmate’s back). Add *skinship* (affectionate

touching), *Italy towel* (bathroom scrubcloth, not from Italy), *skin-scuba* (snorkelling), *M.T.* (membership training, field trip), and many more.

Word Whys

by
Terri-Jo
Everest

Konglish: WRONG ENGLISH? Arguably not *same same*. When Konglish terms are used in English, communication may break down. In Korean, however, it rarely does because so-called “Konglish” contains perfectly acceptable (loan)words and, therewith, normal linguistic changes. Konglish charms more than harms learners of English and Korean alike, so let’s be, and let it be. Konglish *fighting!*

Handphone-less but service-full:
teverest@hotmail.com

Acknowledgements for Konglish lists go to KOTESOL’s David Shaffer, and Leon at <http://efl.htmlplanet.com>

A Shameless Plug: The Conference Website

Travelers like myself consider themselves excessively organized if they remember to bring their toothbrushes; other people like to plan ahead. For those of you who fall into the latter category, a visit to <http://www.kotesol.org/conference/2002/> may help you get your weekend organized.

Larry Hoffarth, the KOTESOL and conference webmaster, has done a wonderful job on this site. I love the clickable images on the left side of the page that allow you to navigate through the site (other webmasters should take a peak at this code).

You will be able to find directions to the conference, maps, and floor plans under <http://www.kotesol.org/conference/2002/> site. Accommodations in the neighborhood of Sookmyung Women’s

University will be posted soon. Reservations at many of these *yogwans* can be made through the Internet.

The schedule of presentations that appears in this issue of TEC is tentative. It is more than enough for my type of fearless adventurer, but the cautious planner may want to use the online presentation schedule <http://www.kotesol.org/conference/2002/schedule>, which I am sure will be more up-to-date. Abstracts of the plenaries have already been posted.

Satisfied that you will make it there? Pre-register online at http://www.kotesol.org/conference/2002/pre-reg_intro.html.

If you still don’t feel ready for the big adventure you should either do some relaxation exercises and adopt a more

Web Wheres

edited by
Trevor Gulliver

come-what-may attitude towards life, or visit Sookmyung Women’s University’s webpage at <http://www.sookmyung.edu/>. Click on ‘campus tour’ and you will soon know your way around the campus better than most of the students.

WebWheres is THE column for EFL teachers who can not use search engines. Drop me a line at lang2@mail.kaist.ac.kr

An Interview with PAC4 Program Chair Johanna Katchen in Taipei

Pan Asia had the pleasure of meeting with Dr. Johanna E. Katchen while she was on a lecture tour in Busan this summer. She is professor in the Dept. of Foreign Languages and Literature at National

learn, and old friends to catch up with. But I have a special place in my heart for ThaiTESOL conferences because they always come during our winter vacation, and a trip to Thailand is always a treat.

Pan Asia

edited by
David McMurray

Tsing Hua University in Taiwan, and her field of research includes video and CALL. When she returned from her whirlwind trip through Hong Kong and Singapore, the interview was continued via e-mail by David McMurray who asked her to share her opinions about language teacher conferences and to update us on PAC4 (the fourth Pan Asian Conference) to be held this year in Taipei Nov. 8 - 10 in conjunction with ETA-ROC's (English Teacher Association - Republic of China) 11th annual Symposium and Bookfair. Well-known on the Asian conference circuit, she picks up ideas while abroad that have been instrumental in launching the ETA-ROC event. With her colleagues, notably Yiu-Nam Leung, the current president of ETA-ROC, and David Dai, its first president, their conference has developed into a major event that now attracts 2,000 active attendees. The addition of PAC (a consortium of partners including KOTESOL, JALT, ThaiTESOL, and FEELTA) this year should boost its performance and stature even further.

Pan Asia: Dr. Katchen, you have been to many conferences around the world, which have been your favorite?

Katchen: That's really hard to say. Sometimes an otherwise ordinary conference is made relevant to an individual because of one or two specific papers that have direct relevance to that person's research. I look forward to the annual TESOL (USA) conference because, despite the crowds, there are always so many interesting new things to

PA: What are the major differences between ETA-ROC conferences and other conferences in Asia you've been to?

Katchen: Size and type of papers. In Taiwan, we routinely expect about 2000 people for an ETA conference, so at times it can feel a little crowded. More significantly, a higher percentage of our presentations are papers reporting the results of research studies. There are also, of course, the workshop/demonstration type of presentation, but not as many as one finds at other regional conferences. Moreover, the great majority of our presenters (80% as a rough estimate) are local (Chinese) teachers at the tertiary level; some of the research done by them (and perhaps also their graduate students) concerns local primary and secondary school issues. Most attendees are from the primary and secondary schools.

PA: Do you feel the average language teacher in Taipei has an interest in what attendees from Korea and other Asian countries have to say?

Katchen: Teachers who take the trouble to attend conferences are usually looking to learn something, and if a topic has relevance to somebody, s/he will attend the presentation.

PA: How many people are usually in the audience for regular presenters?

Katchen: That, of course, depends on the room size. For regular presentations, rooms hold from 40 to 80 people and it's usually standing room only. Those presenters dealing more with teaching literature at the tertiary level or some more technical linguistic research may face some empty seats.

PA: How long have you and your team been planning for PAC4, and how was the

intriguing theme "Four PCs in the 21st Century," of this year's PAC conference chosen?

Katchen: For about two years, first with confirming dates and venue. More earnest preparation began last autumn, when the Call for Papers went out. If I recollect correctly, the theme was chosen by Professor David Dai, a past president of ETA and one of its founders. Though trained in literature, he also conducts research in ELT and is interested in the social and cultural aspects of language learning as well as the technology. I believe this broad experience, along with his "vision", inspired him to connect PAC4 with the many meanings of the acronym PC and the number 4.

PA: What are some of the presentation titles the program committee selected?

Katchen: The Effects of Listening Strategy Instruction on Junior High School Students; How a Teacher Training Program Influences English Teachers' Instructional Practices; Customized Reading Experience through the Integration of the Web and PDA; and Integrating a WEB-based Bulletin Board in a Basic English Conversation Course.

PA: In addition to attending PAC4 in Taipei, what else may interest our readers who are planning to attend?

Katchen: Choose the Grand Hotel (at special conference rates) for your accommodation. It is definitely a tourist attraction and a grand experience. You will appreciate its spaciousness and tranquility after a long day of busy presentations. And take a half day at the National Palace Museum (not far by bus or cab) to see the treasures of China. The building and the view from the mountainside are lovely, and the art and artifacts inside really magnificent. Bring a light jacket and an umbrella. The weather is usually sunny and warm (about 25°C by day). Come and learn with us. We have a broad range of presentations and you'll wish you could attend far more than you have time for.

PA: Thank you very much Johanna, best wishes for the PAC4 conference.

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Calendar

compiled by
Louie L. Dragut

CONFERENCES

- 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. Chien Tan Overseas Youth Activity Center, Taipei, Taiwan. Contact: Johanna E. Katchen (Fax) +886-3-5718977 (Email) katchen@mx.nthu.edu.tw (Web) <http://mx.nthu.edu.tw/~katchen/pac4.htm>
- 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 6-8 '02** "English in Southeast Asia: Changing Responses to Challenging Times" 7th English in Southeast Asia Conference, Hong Kong. Contact: Derrick Stone (Email) lceseaa@hkbu.edu.hk (Web) <http://www.hkbu.edu.hk/~lceseaa>
- 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** "The 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 9-11 '03** "Research in ELT" An International Conference, King Mongkut's University of Bangkok, Thailand. Contact: Richard Watson Todd (Email) irictodd@kmutt.ac.th (Web) http://arts.kmutt.ac.th/research_in_elt
- Apr 23-26 '03** IATEFL's 37th Annual Conference, Brighton, England. (Web) <http://www.iatefl.org>
- Jun 24-27 '04** PAC5, Vladivostok. Contact: Stephen Ryan (Email) ryanyama@hcc5.bai.ne.jp

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

CALL FOR PAPERS

- Sep 30 '02** Korea TESOL Journal (Fall/Winter 2002). Contact: Trevor H. Gulliver (Email) ktj52002@yahoo.com
- Dec 20 '02** "Research in ELT" An International Conference, King Mongkut's University of Bangkok, Thailand. Contact: Richard Watson Todd (Email) irictodd@kmutt.ac.th (Web) http://arts.kmutt.ac.th/research_in_elt

SUBMISSIONS

To post information on job opportunities, please contact Asif Siddiqui at (Email) as_if@post.com.

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie L. Dragut, Kyung Hee University, Institute of International Education, 1 Hoegi-dong, Dongdaemun-gu, 130-701. (Email) louiedragut@yahoo.com.au, (Tel) +82-(0)11-9696-7680.

Professional growth is both a duty and an opportunity.

Who else will be the Mentors and Advisors for future novice teachers, if not us?

Professional growth is a focus of KOTESOL --

- * Chapter meetings *
- * Conferences *
- * KTT events *
- * SIGs *
- * Publishing in *Korea TESOL Journal* / *KOTESOL Proceedings* / *The English Connection* *

Are you working towards your next professional step up?

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GANGWON

by *Chris Wolfe*

What's Up in KOTESOL

edited by Michael Duffy

Gone are the days when the idea of a Gangwon Chapter was just being tossed around with remarks such as “Maybe it will happen some time.” It has happened, and we’re here, ready for more action! To anyone in Gangwon Province reading this – better to activate than procrastinate! Join us, and enjoy our meetings.

In our chapter we have both short and long vision. Some objectives have already been achieved, such as getting started and selecting venues (Kangnung University near the East Sea coast; Kangwon University and Hallym University in Chuncheon). We already have a broad spectrum in our membership, including Korean English teachers and native speakers; our members teach in universities, schools and institutes, and some are with EPIK. Looking at the longer term, we aim to be a strong representative voice for the English teaching profession in Gangwon Province.

We decided not to hold meetings during July and August this year, as many of our members would be unavailable at that time. With the World Cup over, we resolved to kick off the next phase of our activities with a meeting in Chuncheon; this will be held at Kangwon University on Saturday September 7, starting at 3 p.m. At this meeting we plan to activate our second bridgehead in the province, giving us full and very convenient coverage of our region. A report on this meeting will appear in the next issue of TEC.

JEOLLA

by *Adam Lee*

Jeolla KOTESOL’s Eight Annual English Drama Festival is scheduled for Saturday, October 26th on the campus of Jeonju University. All ages and varieties of students groups are welcome. Look for more detailed information in this issue of *TEC*. Teachers with interested teams should contact Jeolla KOTESOL directly at cholla_kotesol@yahoo.com. To avoid confusion with registration, acceptances are not official until they have been confirmed by a telephone call or e-mail from the chapter president.

Following a month off for the Drama Festival, the next monthly meeting will be on November 16th at Chonnam National University. The final meeting of this semester is slated for December 7th at Jeonju University, and will be followed by the annual chapter Christmas party.

WRITING AND EDITING SIG

by *Adam Turner*

The Writing & Editing Special Interest Group or “WESIG” for short is ready to go.

The group will accommodate both active and passive participants. Those who wish to get great links and tips on teaching writing and editing can join the site at <http://groups.msn.com/kotesolwesig>. Joining the website alone will not necessarily mean active participation in events and meetings. Those who wish to meet, organize events, or get feedback on writing will be considered part of the group proper.

The website is a “groups” site which allows those who join to post content, not just on bulletin boards, but on the web

pages themselves. For example, one page has a table of journals available at different universities in Korea. Members can add what their own schools have to the list to help researchers. You can also add your favorite writing book or recommend a text for classroom use.

Users can post their own writing tips: How to use internet search engines to check grammar, usage, collocations and unfamiliar jargon. Ask that nagging grammar or usage question, like is there any difference between “compared to” and “compared with”?

Teaching writing effectively has always been a challenge. Often there is only one writing teacher in a department. Find out how others teach. I don’t use any proofreading marks at all when I correct. What do you do in your class differently?

For lots more ideas on how the SIG could work have a look at <http://groups.msn.com/kotesolwesig/welcome.msnw>. Email Adam Turner at ifli@hotmail.com if you have any questions.

YOUNG LEARNERS SIG

by *Jake Kimball*

With the International Conference just around the corner, you can expect to see and hear more from the Young Learners Special Interest Group. I know. Now you’re wondering what it is you’re going to see and hear: more methodology, teaching techniques, management issues, how to play games, etc. Well...yes. Why not? At this year’s conference you may indeed find many presentations devoted to these all-important YL issues.

But that’s not the only thing on the YL SIG agenda. Teacher training and development isn’t the Holy Grail of Teaching Young Learners. It’s much more. So, for the rest of the year our

***You must be a member to attend this year's conference.
You can (re)join in pre-registration or at conference venue at time of registration.
Check the mailing label to confirm your membership is current.***

primary goal is to build, nurture, and develop a community of people. Sure most of us are teachers. But foremost, individually and collectively, we are people working within a similar context. We are a Special Interest Group, with emphasis squarely on WE and GROUP.

So visit with us in October to make new friends, get together with old friends, network, share classroom war stories, give and get advice, sign up for the YL SIG, or just read our new newsletter. Everyone's invited!

As always, check us out on the web at <http://www.kotesol.org/younglearn/>

KTT

by Douglas Margolis

KTT is gearing up for the coming KOTESOL International Conference. We plan to have several speakers presenting, plus a table with information for recruiting new members. We'll also be available to discuss KTT presentations with training event organizers.

Several KOTESOL members have contacted us over the past few months to join KTT. We've been inviting them to attend KTT sessions at the conference

and talk to us in person there. We are interested in everyone with a desire to do teacher training, either as a materials developer or trainer. The main requirement for joining KTT is to be a member of KOTESOL.

The reason why KTT volunteers are KOTESOL members is that KTT is an internal committee of KOTESOL. When we give presentations and workshops, we do so as representatives of KOTESOL.

Be sure to stop by the KTT booth at the conference to get more information about who we are, what we do, and what we've got for you!

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.

Who's Where in KOTESOL

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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

Call for Papers for *PAC Journal*

(Korea Section)

I. Background: What is PAC Journal?

In 1997 three Asian based language teaching organizations—JALT, ThaiTESOL and KoreaTESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok (Jan 1998) and the second in Seoul in October 1999, which was hosted by KoreaTESOL. The conference series was started in an effort to bring together language teachers from the various regions of Asia, to give them an opportunity to discuss the similarities and differences that exist in their various teaching contexts and, as an extension, to encourage and foster collaborative research efforts. FEELTA (Russia) became a member at the PAC 3 conference in Kitakyushu Japan, November 2001.

PAC Journal is a natural outgrowth of this inter-organizational cooperation, a forum where we hope the results of our collaborative discussions, research projects and jointly authored papers will have a natural forum that cuts across national and cultural boundaries. The editorial team has been international in composition: the Editor-in-chief based in Singapore and country editors from each of the PAC member countries.

II. Call for Papers

The Pan Asia Consortium (PAC) Journal is seeking contributions of articles focused on the following area:

ACTION RESEARCH as it is conducted and applied in the EFL teaching context by teachers and researchers who are teaching in Korea. Collaboration with colleagues in other Asian countries is encouraged.

Papers should meet the following 5 minimum requirements:

- (1) A statement of the **problem**—including the *context* and the *participants*. Why was this a problem? The problem should not be too broad and should be located in teaching. Institutional problems, while related to the classroom, may cause more ‘problems’ than they are worth!
- (2) A **brief review of the literature**—all the recent movers and shakers in the area should be included that address THE PROBLEM only!
- (3) A **method** to solve the problem—outlined in detail—what method, why this method, where did it come from, etc.
- (4) **Result**—what was the outcome—details.
- (5) **Action**—this last cycle is sometimes left out of some so called AR projects but should be included: A comparison of number 1 and number 4 above—what will the teacher do now and in the future? Will he/she incorporate the new result (#4) or will he/she stick with the original method (or whatever)?

Editor Farrell’s note: *Authors, please use these five steps as subheadings in your papers. Papers that do not use these five subheadings will not be accepted.*

GUIDELINES:

All articles must be in English with 4,000 words maximum, including references. PAC Journal uses the Publication Manual of the American Psychological Association, 4th edition.

Format. All manuscripts must be printed out and double-spaced on one side of A4 or 8.5" x 11" paper. 3 cm margins should be used, and the letter size (font) should be set so that approximately 250 words fit on a page. (Where possible, Times Roman 12 point should be used.) Authors must supply camera-ready diagrams or figures on separate pages appended to the article.

Materials to be submitted:

- (i) Cover sheet with contact name(s)/address, title, running head title (2 - 5 words, in English for all articles), author name(s) with institutional affiliation, abstract (150 word maximum).
- (ii) An MSWord/RTF file with the above page formatting, submitted as an email attachment, is the preferred form of submission. However, hardcopies will be accepted as initial submission, with a mandatory accompanying Macintosh/IBM-DOS formatted disk in MSWord/RTF. Final acceptance is provisional upon receipt of camera-ready diagrams or figures (BMP files may be acceptable).

DEADLINE:

All articles must be received by **February 28, 2003**
at the following address:

Dr. Andrew Finch
Kyungpook National University Teacher’s College
Department of English Education
1370 Sangyuk-dong, Buk-gu, Daegu 702-701
Email: <aef@knu.ac.kr>

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 [대한영어교사협회].

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 a 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 Ammended
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 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 publications.

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.

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

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary. **Please complete this form in English -- and also include Hangul if possible.**

New membership Membership renewal Change of address / information

Type of membership:

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

Payment by Cash Check Online transfer Please make online payments to " (KOTESOL)" at Kwangju Bank (), 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 |
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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

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