



KOTESOL

대한영어교육학회

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**Calls for Papers, Conferences,
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and much, much more!**

THE ENGLISH CONNECTION 2002

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

Introduction

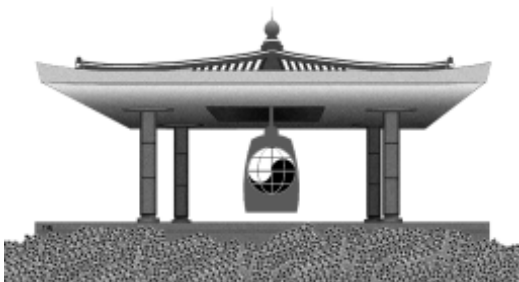
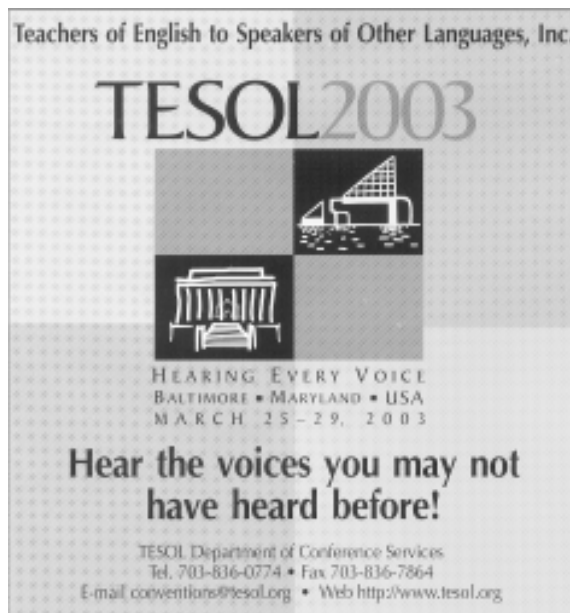
Most school teachers write either materials for their classes or reports for their administrators. Some teachers also write on listserves or discussion forums to share their experiences and thoughts. However, few teachers consider publishing their work because there are not many guidelines for publishing in a professional journal and many teachers consider publishing to be the domain of notable researchers, professors, or administrators. The following article will share my process of becoming a published writer and give some recommendations for getting yourself published.

My first humble publication was a simple peer evaluation form. After publishing, I got several comments from English as Second Language (ESL) teachers abroad who used the peer evaluation form in their classrooms. It was amazing to experience that another person's perspectives could enrich what I had done and allow me to reconsider. One thing I have

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November 2002

Email us at KOTESOL@Chollian.net



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



www.kotesol.org

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:

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1370 Sangyuk-dong, Buk-gu, Daegu 702-701
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PRICE: FREE to members / 2,000won (US\$2) to non-members

Dear KOTESOL Members and Members-to-be,

I would like to begin this message by extending my sincere thanks to the past Executive Council members for their great work and to the conference committee for their super job. The immediate past president Professor Robert Dickey has achieved so much in strengthening the foundation of Korea TESOL and in further developing the association domestically and internationally. I believe Prof. Dickey deserves our special thanks.



President's Message

by
Dr. Sangdo Woo

I have been involved with Korea TESOL from the beginning, since I was one of the founding members of Korea TESOL with the merging of former KATE and AETK. After serving as Daejon Chapter president, publisher's liaison, and national 1st vice president, now I am honored and pleased to serve as KOTESOL's new president.

It has been a tradition of KOTESOL for a new president to begin his first message with an announcement of a new theme for the coming year. With a strong foundation and leadership made possible with the great work of the former president Prof. Robert Dickey, I would like to focus on providing better service to the members of Korea TESOL and members-to-be during my term. Since providing better service to the members is one of the key missions of KOTESOL, it could too wide to focus on within one year. Also, some of the projects I propose are not totally new ones. To make it more achievable and manageable, yet still challenging, I have chosen three special projects for the year 2002-2003.

First, we need to develop a computer system where members and members-to-be can easily join and renew membership, and check their membership status. It could be an enormous task for an association like KOTESOL, but with the help of members with expertise it will be completed by the end of June next year.

Second, we also need to upgrade the regional events, such as conferences and drama festivals to national events. Over the last few years we have seen the growth and success of the Jeolla and Suwon-Seoul conferences and Daejon and Jeolla drama festivals. I think it is now a very proper time for us to develop them into nation-wide events. In this way we can provide more members with more conferences of highest quality. I am sure another conference with good quality will be a great value-added event for our members. If these two conference organizers cooperate closely in scheduling and other related matters, the two conferences will be greatly beneficial to the members. Also, the drama festivals need to be expanded into the national events to meet the needs and interests of learners of English across the country.

Third, the members of KOTESOL have a common interest in English education in Korea and at the same time the members have diverse special areas of interests. To meet the needs and interests of the members, we have seen the formation and growth of several SIGs (Research, Teacher Development & Education, CALL, Young Learners, Writing & Editing), and definitely we will be seeing more SIGs in the near future. I would like to support the creation of new SIGs and the further development of existing SIGs.

To make these projects a success, we need the full support and cooperation of members like you. We, the executive council members, would like to hear from you to make KOTESOL one of the leading associations not only in Korea but also in Asia.

Preparing to Publish

continued from the front page

learnt over the years is that publishing is never easy but is very challenging. I didn't submit my papers because I thought that I didn't have time, my paper was not good enough yet to be published, and I feared rejection. Even though it is said that nobody enjoys rejection or has enough time to write, it was hard for me to admit. Just as in my case, many papers that remain in the files on the desk or in the computer become out of date before they see print because the authors waited too long before even sending them to a publisher.

Why Publish?

I started to submit research papers a year ago. To be professional in my area, publication is not a choice for me, but a requirement. For academics and many

In addition, the evaluation for professional employment is often based on the number of publications and presentations at conferences. Of course, to be published, the quality of publication is essential.

The Value of Feedback

Also with trying to publish papers, I learned one important thing that the mistakes in my paper are reviewed and criticized and revised which have opened my eyes and given me to a broader perspective. Referees and reviewers will decide if your work will be accepted, rejected, or sent back for revision. For example, I submitted a research paper to one publisher three months ago. I received "Revise" feedback with precisely 68 comments about which parts of the paper should be revised, and often how. It was embarrassing, but the comments made me reconsider and look at it in other ways. For example, my research was based on uses of educational software by ESL parents in the United States. However, my paper was over-

journals that are the least likely to have preferences or biases but try to maximize profits. Each journal has specific submission guidelines in each category and encourages you to submit previously unpublished papers.

In addition, there are other categories besides journals to encourage teachers to think small in their publishing such as an organization's monthly or bimonthly newsletter, such as this one. There are many local chapters of TESOL in the US and many international affiliates who look for material for their newsletters. For example, The Washington Area Teachers of English to Speakers of Other Languages (WATESOL) is a non-profit professional association for ESL/EFL teachers and volunteers in Washington, D.C., Delaware, Maryland, and Virginia. WATESOL publishes online newsletters and provides discussion forums. In IATEFL and in TESOL there are special interest groups (SIGs) which are hungry for contributions to their newsletters.

Also there are many websites which are looking for things that are of immediate practical use to ESL/EFL teachers (i.e., the Internet TESL journal, Dave's ESL Cafe). They publish practical ideas such as lesson plans, teaching techniques, classroom handouts, and useful classroom aids rather than theoretical papers. These are good places to start.

Furthermore, publishing will promote your professional development.

professionals, research itself is worthless unless it is published. You should communicate with your colleagues. Too often, distinctive work is not recognized simply because no one knows about it. Publishing in journals and other professional publications increase the chances of being invited to conferences, and being asked to review papers and join advisory boards. It opens and strengthens networks and helps you promote your work, your skills, and your interests.

Furthermore, publishing will promote your professional development. To be a professional in your area, getting your name in respected publications is critical.

generalized to all ESL parents without considering the local conditions. With some critical questions, the editor pointed that I should consider my research environment before generalizing my results. Also his suggestions for my format and word choice helped me practically. Therefore, although some people might call it rejection, I prefer to call it learning.

Where to Publish

There are generally three types of journals: association journals where the editors are chosen from among a few major institutions every few years; university journals which mainly protect their own interests; and commercial

What to Publish

As a beginner, you can submit lesson plans, classroom handouts, seating charts, or evaluation forms. These things do not have specific guidelines, so it is much easier to submit. Also you can write about classroom research that describes a pedagogical procedure. You might need to situate your procedure within the current research, and provide experimental procedures and outcomes. Case studies are another legitimate form of research. However, to be published, both the choice of subject and the approach should add a new perspective

Opportunities for publishing abound. Consider:
Korea TESOL Journal, the ***PAC Journal***,
KOTESOL Proceedings, and ***The English Connection!***

to our understanding of English language learning. Still, research does not necessarily require subjects, surveys, or experiments. You can also submit thinking pieces, but they should serve to put forward an opinion with substantial grounding in current research and theory.

You can challenge an existing theory, offer new research data, or propose a new idea. On the other hand, you can merely show that an existing idea is correct or replicate a research project. Surveys are a legitimate way to test hypotheses. However, they are limited in what they can do. If you conduct a student survey, you should consider students are not always the best judges of their own experiences and be sure that the number of subjects surveyed is large enough to be statistically significant. Also, you can review commercial products such as software or textbooks. A commercial product may be evaluated as a research project or from a personal point of view.

How to Prepare

Do you now have an idea about what to publish? You need to know how to prepare for publishing your ideas or research. In this section, I will introduce the steps to publishing.

1. Concentrate on one or two fields. You should not choose more than two fields of specialization. Then pursue those fields until you produce publications.

2. Scan current publications. You can read through current journals in your field of interest rather than general journals (Choi, 1998) and research if others have written papers on the same or similar subjects. I suggest using the libraries for other journals and theoretical books.

3. Choosing a topic. Do not waste your time on dead or dying topics, instead write on interesting subjects. If you read the top journals in your field, you can easily know what the current interests are. Controversies and debates of the current issues stimulate readers' interest (Choi, 1998). One thing you can do is extend existing literature without duplicating. A lot of papers published today are modifications of the existing literature or tests of existing theories (Sebranek, Kemper & Meyer, 1999). It is especially

important that something in the paper be original and creative. A journal's primary goal is to publish original ideas. A good journal is interested in exploring new ideas rather than in publishing papers that decorate some existing idea or examine the implications of a small change in assumptions.

4. Writing the paper. Don't put down several good ideas about a subject in one paper. If you have several good ideas, you should separate them into different

on your target publication. You must try your best to fit into the guidelines of a particular publication (Horowitz, 1995).

6. Submit your paper to a rising journal.

Do not submit two papers to the same journal within two months or two issues, especially if the two articles are related. Editors prefer to publish two articles by different authors rather than two articles by the same author. Also, you should check for related articles and types of articles in the journal being considered.

You need to decide upon the place to publish depending on your aims and the quality of the paper.

papers. You should keep in mind that editors like short papers. Normally, if the paper's length is over 15 pages, the chances of acceptance reduce geometrically. It is suggested that you write clearly. The main assumptions and results should be explained clearly. If there are many assumptions, do not present them in long paragraphs (Horowitz, 1995). You should make them visible and eye-catching. Define every abbreviation or symbol when it is first introduced. Otherwise, the editors will be frustrated, and you reduce the chance of being published. When you introduce something new, it is a good idea to define all abbreviations and symbols together and display them (Sebranek et al., 1999). Finally, it is suggested that you clearly state the contributions of the paper in the conclusion.

5. Revise. Reread the introduction, conclusion, and abstract carefully before you submit the paper to a journal, and eliminate all typographical errors and other embarrassing mistakes. Especially, typographical errors on the paper indicate that the author is careless. Computer spellcheckers cannot catch every error, so the article should be read through thoroughly (Choi, 1998). Another important point is that every publication has its own topics and standards that editors and publishers prefer. It is always best to research the place of publication before sending off your manuscripts (Choi, 1998). The length of each feature research paper or article would depend

Make sure that the journal mostly publishes empirical papers or theory papers (Horowitz, 1995). Avoid the journals which consistently reject your papers unless a new editor is appointed. The editor might still remember all those bad remarks about your papers. Finally, sending all papers to top journals in your main area is risky. Similarly, sending all papers to low-quality journals is also not challenging. You need to decide upon the place to publish depending on your aims and the quality of the paper. Some journals might not be helpful for your professional reputation (Choi, 1998).

7. Follow-up. If you have not received any notification from the editor after six months, contact the editor. You can write a polite letter or send an e-mail to editors.

8. If your paper is rejected, try again.

Make a modest effort to incorporate the valuable suggestions of the editors before submitting to another journal. You might receive an invitation to revise the paper because it might contain a publishable idea. However, papers will not be accepted unless they are presentable and polished enough for publication (Choi, 1998).

9. Resubmit. The procedures are the same as for submission. In addition, you need to explain how you revised the paper in your cover letter. The purpose is to convince the editors of how well you followed their suggestions.

continued on page 20

Creating Young Learner Rhythm

Young Learners
by
Jake Kimball

Here is the situation: you have at your disposal an arsenal of pedagogically sound activities. You do your best and you network with other teachers. You give tips and also receive practical advice for good classroom practice. You read teacher resource books and surf the net for teachers' websites. But for some reason you still cannot control your class. Pavlov's dog springs to mind followed by a score of positive and negative reinforcement techniques. Sound familiar?

Good News/Bad News

There is good news and bad news. The bad news is that it is nearly impossible to *control* students. In fact, expect proverbial pigs to fly before you actually *control* students (especially very young learners) in a group setting. Periodic chaos or mild disruption is an inevitable and inherent characteristic of group membership. However, there is cause to smile. The good news is that you **can** effectively *manage* students.

Your first option for effective management is *wit and charm*. Everyone has wit and charm but in varying amounts. Those lucky enough to have a surplus of it may have an easier time teaching young learners. Secondly, *prepare thoughtful lessons* and know when to move on to another activity if students become bored, hyperactive, or a task is simply too difficult. Finally, and most importantly, *sequence activities* so that you create a rhythm.

Q/A

But what exactly is this rhythm, you ask? It is the alternation between active and passive activities; it is balancing group work, pair work, and individual work; it is sequencing fun 'games' and serious,

roll-up-your-sleeves work one after the other. How should you sequence activities? That depends. Only you can answer that question, as classroom dynamics vary by context. Consequently, activities that worked effectively in one class yesterday completely fizzled in another class today. Here is something to consider though—for lively, spirited classes begin with a calming, passive activity. For seemingly sedate classes, start with an active, energetic activity.

YL-AR

Although action research for young learner teachers sounds like a project better suited to veteran teachers or professors, fear not. In today's action research project we will not pursue scientific theories. We need not dig out any heavy, methodology textbooks. We simply want to investigate, reflect, and improve our practice through effective change. This action research is for laymen and battle-scared veterans alike. Anyone can do it! And why should you do it? To understand how the sequence of your lessons affects student behavior. Hopefully at the end of this project you will improve your classroom practice, promote learning, naturally improve student behavior, lengthen their attention span, and regain your sanity.

Now gather your best cherry-wood pipe, London Fog raincoat, and Sherlock Holmes hat. It is amateur sleuthing night and there is a small matter to investigate which will require some fact-finding and reflection. I have an action research project worthy of your attention and time.

We will focus on one classroom problem only—classroom rhythm, or lack thereof. In order to investigate this, we must record each and every classroom event and its timing. For your convenience an action research worksheet has been added to the Young Learner SIG website. Go to <http://www.kotesol.org/younglearn/>, click on Action Research, and print the worksheet. Bring it to class. First, note your starting

times. Then mark down events as they happen. Consider 'events' to be everything you do in class, including taking attendance, explaining instructions, doing pair work, and playing games. Be careful to remember any pertinent information such as individual student behavior, noise levels, time-on-task, amount of L1 use, physical activity, etc. Don't forget to write down your finish time.

Evaluation

If possible, ask a colleague to observe your class as unobtrusively as possible. Even better, record your class through audiotape or video. When you are finished, complete the worksheet on page two. Afterwards, reflect on how each activity contributed to the overall rhythm of your lesson. Restructure your next lesson plan accordingly. Go back to class with your revised lesson plan and record the day's lesson. Complete the worksheet again. Finally, compare the two lessons. If necessary continue observations and further reflection until changes are noticeable. It won't take long.

I know this works—both in theory and in practice. I recently investigated my own lessons for a particularly active class. Students were so active that the teacher I share the class with complained of migraine headaches. Apparently their enthusiasm to learn English was dreadfully overwhelming. As it turned out, I was using too many active, TPR oriented activities that left the students 'wired' for their next class. After evaluation I mixed in more individual work and always closed with a settling activity. Within one week all was reasonably quiet (and continues to be) and my co-teacher reported that her migraines had magically disappeared without Tylenol.

Case solved!

In lieu of publication (the final stage of action research), I encourage you to join one of KOTESOL's Special Interest Groups and share your experience in this project.

<http://www.kotesol.org/younglearn/>

Paths to Professional Development:

Part One



It was so good to be back in Seoul, for the annual KOTESOL convention. Travelling from Canada to Korea for the weekend

meant spending more than 50 hours in transit for barely as much time there! But it was definitely worth it. The chance to hear teachers talk about their daily classroom realities and challenges is always an inspiring and humbling experience.

In this first of what we hope we will be a series of articles on professional development (PD or CPD as it's called these days = Continuing Professional Development) and the start of shared and on-going dialog, I'd like to present this two-part, introductory piece. In the first part, I summarize some of the main reasons for and against professional development, based on the first part of the workshop we did at the conference. In the second part of the piece, I take a more holistic and whole-person view of the reason why professional development is so important.

In the PD workshop, we started with a list of good reasons why busy language teachers do not engage in professional development activities. I'll present that list here, partly because such lists – short and simplistic though they are – can still serve as provocative starting points for further discussion.

The first five items on this list can be prefaced with “Lack of”

Teacher Development: Why Not?

- o Time - Too Busy
- o Energy - Too Tired
- o Motivation - Purposes and Benefits
- o Support – Institutional
- o Encouragement - Colleagues, Family and Friends

- o Aversion to/Dislike of ‘Theories’ and ‘Experts’
- o Aversion to/Dislike of ‘Fashions and ‘Fads’
- o Interference with the Teaching Process - Distractions and Divided Attention
- o Reluctance to/Resistance to Change - ‘If it ain’t broke, don’t fix it’
- o Fear of Confronting ‘The Self’

Which if these, if any, are barriers to your own professional development? Are there additional barriers in your environment not listed here?

After looking at this list in the workshop, we then looked briefly at a list of reasons why we do need to engage in professional development activities even though we are busy.

Teacher Development: Why?

- + Acquisition of New Knowledge and Skills
- + Upgrading Present Knowledge and Skills
- + New Techniques
- + New Materials and/or Equipment
- + Problem-solving
- + Variety and Novelty
- + Changes in the Context and Setting
- + External ‘Initiatives’
- + Income and Prestige
- + Promotion and Prospects
- + Empowerment
- + Avoiding ‘Routinization’
- + Burnout Prevention
- + Networking
- + Professional Interest/Support Groups
- + Respect as ‘Professionals’
- + Communication with the Wider Community

Though I'm tempted to annotate this list, and give a brief explanation of some of the less obvious reasons, I'm not going to at this stage, as I'd like these two lists to serve as the starting point for an on-going discussion. How do you respond to these lists?

During my presentations, I made one point that a number of conference participants picked up on and asked me

Professional Development

by
Dr. Andy Curtis

about: “The fastest and most efficient way to kill something is to purify it,” I said. This comes from my training in the life sciences and from my time working in hospitals in England. Purity is often seen as a highly desirable state of being: a message reinforced from all sides, from religious beliefs to advertising and marketing campaigns. But, as Charles Darwin showed, a really pure living organism cannot adapt to changes in its environment. Even the slightest and most momentary change will render it obsolete. Darwin's famous phrase *survival of the fittest* often struck me as one of the most commonly misunderstood and misappropriated of all scientific conclusions, as it had nothing whatsoever to do with physical strength. The word ‘fit’ here means ‘suitability’ as in ‘best fit’, best able to adapt to changing environmental conditions.

We all know, at some level, that change is inevitable, whether we like it or not. We may not like it, but we know this to be true. If there is no growth, there is, at best, stagnation. I don't mean to be melodramatic – or to beat the biological metaphor to within an inch of its life – but at worst, without growth, death is the only option. Not of the body but of the spirit. I mean the death of passion. Of enthusiasm, of joy of all those things that make teaching, for me, the best job in world. I have tried others professional paths, from health care to hotel management, but teaching and teacher education have been by far the more rewarding for me – though not, sadly, in the financial or material sense!

Many of us are by now familiar with Abraham Maslow's Hierarchy of Needs, with basic physiological or bodily needs at the bottom of the pyramid, followed by the need for safety and security, then

continued on page 20

Challenges in Oral Testing

Peter Nelson

**Training
Notes**
edited by
Douglas Margolis

Korean teachers and students at all age and proficiency levels are more acquainted and comfortable with receptive forms of testing English (Listening, Reading) than active forms (Speaking, Writing). This inclination traces its roots to factors prevalent in the 1960s to 1980s, including few good speakers of English and the emphasis on grammar and reading. Yet with the widespread introduction of Communicative Language Teaching in Korea in the 1990s, and recent changes by the government for the teaching of English, the demand for interactive testing techniques has grown substantially. There is, however, a lag in responding fully and well.

In particular, there is a wide gap in competent oral testing in public and private schools, either by Korean teachers of English or by native speakers. Reasons for this are well known: large class sizes, little contact with individual students, lack of training and, for Korean teachers, hesitance based on perceived mispronunciation or inability to judge speakers competently. Added to this combination is what is known as the teacher's paradox: the better we know our students, the less objective we are in evaluating them. Sophisticated organizations like Cambridge University's Local Examinations Syndicate reduce these problems by having two highly trained examiners test students individually, neither of whom has met the test takers before. Moreover, they follow detailed procedures to assist them in their evaluation.

It is perhaps unrealistic to expect teachers of English to follow measures like these. However, there are others we can consider to improve our ability to judge students

orally, beginning of course with reading books on test design and attending seminars on the subject. Two in particular are highly recommended and available in Korea: Adrian Underhill's *Sound Foundations* (Heinemann, 1994) and Nic Underhill's *Testing Spoken Language* (Cambridge University Press, 1987). These works respectively provide in user-friendly language an understanding of speech components as well as appropriate means to test them, and are therefore a useful beginning to a complex, important area of language teaching.

Practical Considerations

Once the teacher is familiar with conceptual aspects of oral testing, there are other, practical considerations that deal with techniques, frequency of occurrence, marking systems and so on. For example, there is a wide range of possibilities for types of elicitation: interviews, information gap exercises, discussion between two students, role play, oral reports, questions and answers, responding to instructions, reading aloud and translating from Korean into English. Choosing among them is important and is somewhat related to the classroom situation faced. In small classes, for instance, the teacher may be able to interact with students on a one-to-one basis, using techniques like a short interview or an oral report. In larger classes the teacher may choose group based alternatives such as role play or discussions in which two or three students participate while the teacher evaluates.

Evaluation categories is another area that should be considered. On earlier versions of the Cambridge First Certificate of English (FCE), for example, examiners tested students in terms of fluency, grammar, prosody, pronunciation, vocabulary and quality of answer. These may be suitable for college and perhaps high school students in Korea, but inappropriate for elementary and middle school students who are at early stages of language learning. In the latter case, simpler measures such as understanding the question and giving a response that indicates comprehension and relevance may be preferred.

Performance criteria are also items to consider. These may include the length of utterance, the response time, speed of speaking, ability of the speaker to initiate speech instead of just responding to it, flexibility in speaking on different topics, and repetition, if any, by the teacher before the student understands what is expected and responds.

It is important to emphasize that not all oral exams need to be part of a student's grade. They can be used for diagnostic purposes for an individual or group, as in checking for pronunciation. They can be used to rank students, to isolate errors, or to provide feedback generally. They can even be adapted for peer assessment.

In the author's classroom, for instance, students have two ten-minute, private interviews per semester. They are first put at ease by light conversation, then select a topic chosen at random from a dictionary. During discussion on that topic, they are evaluated using the FCE categories mentioned above. At the end they are shown their individual scores, which are useful for feedback, but they are given a final score based on the performance of all students in the class.

Our Contribution

Oral testing is an increasingly important part of our work as language teachers, yet many are not familiar with test design and proper implementation. We should become aware of the many facets of oral assessment, especially the purpose of the test itself and its suitability for our students. We must also be willing to experiment with different techniques, and ensure students know beforehand how they will be tested. By becoming more informed we enlarge our role while enabling learners at all levels to become better speakers of English.

Dr. Peter Nelson teaches in the Department of English Education at Chung Ang University in Seoul. Dr. Nelson is active in KTT as a speaker, writer and trainer. This article is drawn from articles and lectures given for KOTESOL. He would like to thank Dr. Cha Kyung-whan, David Kim, and Jim Gongwer for their helpful suggestions.

A Cross-cultural Experience: A Korean Teacher in Japan

By *Suh Oo-sheek*

Editor's preface: Each year KOTESOL selects a Korean teacher to receive an LIOJ scholarship. The following is a report by this year's scholarship recipient, Suh Oo-sheek from the Daejeon chapter.

I'd like to thank all KOTESOL national executives, especially Ms Kirsten Reitan, International Affairs committee chair, and Kevin Parent, president of Daejeon chapter, for granting me a scholarship for LIOJ (Language Institute Of Japan) international summer workshop for teachers of English, August 4-9, 2002. Flying to the nearest part of the world outside Korea took me less than two heart-beating hours. My first landing on Japanese soil didn't make me feel like I was in an entirely different world. On my way to Tokyo Station from Narita international airport, I could see well-kept crop fields and peaceful looking rural cottages very similar to Korean agrarian surroundings. Getting to the capital city, I succeeded in finding a distinctive difference. Tokyo has few skyscrapers. The bullet train took me from Tokyo Station to Odawara city where the Asia Center, the workshop site, is located. The bullet train didn't allow me to have enough time to enjoy passing scenery. Odawara is an historic city and very clean. After a 10-minute taxi ride, I faced the Asia center that faced a hill which embraced the Asia center and LIOJ. I was given a warm-hearted welcoming party by the LIOJ staff, the director of LIOJ, and the executive of the Asia Center. I was accompanied by other international scholars from Malaysia, Russia, and Japan.

The official schedule kicked off on August 4th. I was required to present two topics about Korean EFL situations. The workshop participants comprised of three distinct groups: Japanese high school teachers, international scholars, and highly-regarded guest presenters. More than seventy Japanese English teachers from different prefectures paid for the workshop. Five international scholars and 18 guest presenters visited the workshop

to give presentations. Every participant was required to get involved in morning classes as teachers or students. I took a morning class entitled with 'Communication in the Junior and Senior High school Classroom: An Ideas Pool'. We discussed the difficulties of communicative language teaching as non-native speakers of English. We shared many ideas about 'how' rather than 'why'. I could get a picture of the Japanese English teaching contexts. I was keen to hear what's been going on in the real everyday English classrooms in Japanese secondary schools. We practiced a bunch of games we could utilize in our classrooms. The most interesting thing in the morning class was to be exposed to cultural differences.

I had felt anxiety about my two presentations. The day before my first presentation, I felt so nervous I couldn't sleep well. I could not come up with the English vocabulary to convey my ideas and was so embarrassed with that. Right before the presentation, 'Honesty is the best policy' hit my brain and then I managed to get myself relaxed. As many might know, Korea and Japan have an ugly history. I began the first presentation up by mentioning the dedication of a brave Korean young man who devoted his life to save a Japanese man who had misstepped into subway railroad in Japan. I suggested that the sacrifice be a bridge to narrow down misunderstanding as well as the hatred Koreans and Japanese have had respectively. All 20 Japanese English teachers who came to my presentation sympathized with the story. And also, I introduced them to 'Arirang', a legendary Korean folk song; we sang the song together. The main body of my presentation focused on how I teach English to boost my students' communicative competence. It was a 90 minute presentation. I saved one third of my talk to answer questions from Japanese teachers. They were quite interested in the Korean EFL situation.

Another feature of the workshop was global culture awareness. For that purpose, they organized 'International

Night' on Wednesday. Participants from different countries performed their traditional dances, played musical instruments, and sang songs. I played Gwaengari, a hand-held percussion instrument, and sang another kind of 'Arirang'.



My second presentation focused on Korean EFL curriculum innovation in 1997. I was more relaxed because of the first presentation experience. I explained ongoing Korean English curriculum that guides Korean English teachers to focus on developing receptive and productive skills, and to equally evaluate and target the four skills.

The most interesting and educational thing of the workshop for me was the fabulous communications with many Japanese teachers. After the daily schedule, we freely gathered on the roof of the Asia Center building to chat. We exchanged casual conversations about life in Japan and Korea, history between the two countries, and the teaching situations. I think hatred between the two countries' people could be diminished through dialogue. The best way to build new history over an unpleasant one is to meet together and converse with each other frankly. If we do, we could find lots of the misunderstanding we hold because of no communication. I asked Japanese teachers to say good things about Korea to their students and I promised I would do the same to my students. I'd like to show my appreciation to Sachiko Ueda, Yoshinaru Sato, other Japanese teachers who showed me their hospitality during the workshop.

Suh Oo-sheek, Daejeon chapter vice president, teaches English at Nonsan Daejeon High School. His Email is whitman@hanmail.net

PAC's Particularly Attractive Cities for Teachers

by David McMurray

What do Bangkok, Seoul, Kitakyushu, Taipei and Vladivostok have in common? They are host cities for the first five Pan Asian Conferences (PAC) organized in

Pan Asia

edited by
David McMurray

partnership by the language associations ThaiTESOL, KOTESOL, JALT, ETA-ROC, and FEELTA. PAC is a coordinated series of conferences, collaborative research efforts, and publications that has been exploring common interests and issues in language teaching and learning from an Asian perspective since its inception in 1994.

Bangkok holds a special place in the heart of most teacher-conference goers because of the warm welcome extended by the first PAC hosts in January, 1997. The sprawling Ambassador Hotel site was decorated with tropical flowers. Main speakers wore casual attire, and their pace was slow and easy. Professors such as Alan Maley of Assumption University in Bangkok promoted the comfortable atmosphere with talks on poetry, and the sharing of stories. Most of the local teacher stories were about their friendly students, even when class-sizes can reach 500 or more at universities.

The opportunity to host PAC in Seoul spurred KOTESOL to try holding a conference at a commercial site rather than at a university. The Parktel complex at Olympic Park was a world class choice. Autumnal rains dampened some of the outdoor activities, but the busy program moved along smoothly. That experience perhaps influenced KOTESOL's current conference committee, led by Craig Bartlett, to ask all readers of the September issue of TEC, "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?"

Kitakyushu is the only non-capital city to have hosted PAC. With well over 1 million citizens, the 8th largest city in Japan was a convenient transportation hub to welcome visitors from Thailand, Korea, Taiwan and 10 other countries. A dynamic local JALT chapter of 50 members proved their mettle by hosting over 2,000 attendees who made the trip to their southern island. Many visitors made good use of nearby Fukuoka airport and harbor terminal right on the convention site.

Hosting PAC prompted ETA-ROC to switch sites from the National Taiwan Normal University to the Chien Tan Overseas Youth Activity Center. The large university site, located next to Tsing Hua University and many small language schools downtown, bustles all weekend with energetic students and equally enthusiastic teachers. The quieter new site affords more rooms—the lively sessions, even in 100-seat rooms are still standing room only though!

Vladivostok remains the mystery city for hosting PAC5 in the summer of 2004. The Russian Far East is bordered by China, and faces Japan. Korea lies just down the coast.

William Balsamo, an avid KOTESOL and JALT conference attendee, summed up the area in the October issue of *The Language Teacher* as "Seoul, Tokyo, and Bangkok are all closer (to Vladivostok) than Paris, Rome, and London (or Moscow). This proximity gives the Russian Far East a special affinity to Asian cultures." FEELTA conferences are enthusiastic events, although the presentation of more traditional academic research is preferred by the vetting committees.

The synergy from bringing conference organizers from five countries together to creatively plan for an effective teachers' forum has sparked several new events such as Opening Plenary questions, an Asian Youth Program, Young Learners

program, 20-minute presentations, coplenary speakers, and final panel debates.

From the very start of PAC, in Bangkok, Marc Helgeson helped to shape the entire conference by posing these three questions: 1. Are we moving toward an Asian methodology?; 2. What is the usefulness of an Asian model?; and 3. How do students learn best in Asia?

The unique Asian Youth Program, first set up in Seoul, brings 30 high school and university students from countries such as Vietnam, The Philippines, Indonesia, Singapore, Thailand, Japan, Korea, and Taiwan to PAC, making it more lively and practical than a teacher-only get-together.

A special conference-within-a conference for teachers of young learners allows kid-oriented rooms to be set up complete with balloons, posters, and game equipment. It is a timely idea that has really become popular since its birth at the Kitakyushu JALT Junior site.

Short presentations of papers have been a hallmark of conferences held in Taipei for the past 11 years, and now that PAC hosts about 500 presentations over 3-days, pithy performances have become a necessity.

Having two top educators take the main-stage at the same time is quite a feat. Fellow teacher researchers, Professor Christopher Candlin and Dr. Anne Burns, did such a marvelous job of energizing their audience during an open-fire question period in Kitakyushu that they are back at it again in Taipei this year by popular demand.

Final debates are another unique feature of PAC, occurring when all the participants – after having attended 500 presentations – are invited to try to solve the questions posed during the opening plenary. These debates bring our basic concerns back to the forefront, sending us back "to the chalkboards" for another 19 months of classroom investigations before PAC5 in Vladivostok. In the meanwhile there is always the *PAC Journal!*

KOTESOL Comes of Age

by Michael Duffy

KOTESOL Conference 2002

Conference themes always feature prominently on posters and programs, but are apt to be forgotten once the event gets under way. In case you cannot remember, or maybe did not notice, the theme of KOTESOL's 2002 International Conference, held at Sookmyung University on October 5 and 6, it was "Crossroads: Generational Change in ELT in Asia". In fact, this was a particularly appropriate theme for this year, a point taken up by the Sunday plenary speaker, Martin Bygate, of the University of Leeds, who observed that CLT was now 30 years old, having started in about 1972 to replace the audiolingual method, which had itself enjoyed a 30-year spell as the dominant approach to language teaching. It is not clear yet whether we are now at a crossroads like the one depicted on this year's poster, preparing to head off in a new and unmaped direction.

Still, we could see now as a time of generational change too for Korea TESOL. In a sense, our organization reaches maturity this year, since its predecessor, AETK (The Association of English Teachers in Korea), came into existence on November 6, 1981. Also, this year's was the 10th annual conference: a comparison with the first, which was held at Wongkwang University, Iksan, in 1993, illustrates the growth of KOTESOL over what we may call its adolescence. That conference had a plenary address, a panel discussion, and 35 concurrent sessions. At Sookmyung, we had 2 plenaries and 124 concurrent sessions.

A returnee speaker from a couple of years back, Andy Curtis, now at Queen's University, Ontario, gave the Saturday plenary, "Coping with change creatively". Dr. Curtis invited his audience to complete a survey form he had given to teachers in Hong Kong. The aim was to assess how well they were equipped to handle change in language teaching organizations, something which is very much a fact of life in this region. A good example of an area where change is in the air was highlighted by David Carless, who spoke about his experience

of the Native-speaker English Teacher Scheme in Hong Kong secondary schools. Similar programs have been implemented in Japan and Korea, with mixed success. Some of the problems that arise with such schemes may stem from Asian children having unfamiliar and possibly inappropriate imported teaching methods suddenly thrust upon them. Another featured speaker, Isabel Rainey de Diaz, also took up this point, and bemoaned the dearth of research on secondary level teaching, even though it forms the largest sector of English education.

What have been the most striking changes in conference content over the past decade? One has certainly been the increased interest in young learners, though it may be a reflection of KOTESOL's membership that most of the concurrent sessions dealing with this area were commercial presentations. However, two of the featured speakers also covered YL issues, Aleda Krause (on classroom practice) and Pauline Rea-Dickens (on problems of testing and assessment). Another growth area is research: 12 presentations either reported on original projects or addressed research issues, compared with just two in 1993.

If one is trying to spot new trends, one might look at the growing emphasis on teaching collocations. Interest in this area has of course been generated by the insights of corpus linguistics. Featured

speaker Gwyneth Fox and Cobuild's Ramesh Kishnamurthy both spoke about the need to develop awareness of lexical chunking, and this is also being incorporated more and more into classroom materials, like David Paul's new "Communication Strategies".

David made a welcome return to this year's conference, and perhaps a review should pay some attention to the commercial presentations, which accounted after all for over a third of the concurrent sessions. A great proportion of attendees go to conferences looking for classroom tips; presenters like David and the perennially popular Marc Helgeson, just like the KTT team, have plenty to offer in this direction, and not just to prospective users of their materials.

It would be invidious to single out any individual speakers for excellence from so many, so let us just settle for congratulating one, Steve Maginn, of Macmillan, for being the only person to have presented at both the first and the tenth KOTESOL conferences. A special mention is also owed to the splendidly efficient band of volunteers from Hyecheon College who helped the whole event go so smoothly. And finally, one more comparison with Wongkwang: this year's membership-registration package, at 65,000won, was a mere 10,000won higher than in 1993. Thanks to Craig Bartlett and his team for giving us a great conference, and a real bargain.

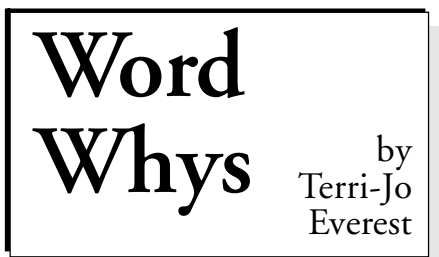


KOTESOL Wants You!
 Your peers, colleagues and friends
 want the best from Korea TESOL,
 as you do. How does the best get
 done? By the best people, of
 course...
Volunteer!

C.L.W.S. - Cutting Long Words Short

by T.J. (Terri-Jo) Everest

Xmas approaches, and the tome of tomes washed up in serendipitous surfing: Gale's "Acronyms, Initialisms, and Abbreviations Dictionary", boasting 520,000+ entries. It's just over 1,600,000



won (1,300 US), but despite hints to Dad, nothing's come in the post yet. For now, folks, a tome-less, abbreviated column on long words cut short, i.e. clippings, blends, initialisms, and acronyms.

First up are clipped forms, wherein "unnecessary" elements of a word are shorn off, and the remaining part stands for the whole. First elements, for example, are lost in "phone" (< telephone), "bus" (< omnibus, Latin "for all"), and "chemist" (< alchemist, with Arabic article "al"). In contrast, final elements

disappear in "pub" (< public house), where the "mob" (< Latin mobilis vulgus) mingles after univ. "exams" (< examinations) in "chem." (< chemistry), "psych." (< psychology), and the like. Last are the mutants, mangled fore, mid, and/or aft: "maths" (< mathematics), written forms "Mr./Mrs./Ms.", "flu" (< influenza), "taxicab" (< taximeter cabriolet), etc.

As "taxicab" illustrates, words can be pa(i)red. Blends clip and combine two verbal elements, usually the first word's former portion and the semantically-controlling second's latter. Early examples are onomatopoeic: "flush" (flash, gush), "splutter" (splash, sputter), and "slithy" (slimy, lithe). Later neologisms, however, are all-encompassing. Lexical gap-fillers include "brunch" (breakfast, lunch, < luncheon), "quasar" (quasi, stellar), and "Konglish" (Korean, English). Nonce words, still "slanguage", are "infomercial" (information, commercial), "e-zine" (e-mail, magazine), and "frappuccino" (frappe, cappuccino), which I "guesstimate" (guess, estimate) will outlive "Cocacolonization" (Coca Cola, colonization).

Third, initialisms (a.k.a. alphabetisms) are extreme lexical short-cuts formed from the initial letters or syllables of other words, and pronounced as a sequence of letters. Common illustrative contractions requiring no expansion are "T.V.", "V.C.R.", and "C.D." Many, moreover, are technical jargon in use among savvy circles: "TBL" (Task-Based Learning), "DDT" (dichlorodiphenyltrichloroethane), "html" (HyperText Markup Language), and a host of others. Last, un glossed to be "p.c.", are X-rated euphemisms "BM", "WC", "PMS", and catchy "S.T.D.'s."

Finally, the ultimate in cryptic compressions: acronyms. A W.W. I offshoot of initialisms, acronyms are pronounceable abbreviations made up of constituent letters or parts of words. (Non-) NESTs can probably decipher "KOTESOL", "TEC", and "TOEFL" - what about "AWOL", "M*A*S*H", "MADD", "laser", and "amphetamine"? There's even more in the brave new cyberlanguage world: <http://netforbeginners.about.com/library/101/acronyms/bl-acronyms-xyz.htm> ... EFL, a foreign language indeed. Why not join "AAAAA", Association for the Alleviation of Asinine Abbreviations and Absurd Acronyms?

E <teverest@hotmail.com> (P.S. Gale's tome lists "AAAAA". Thanks Dad!).

OUP Day - 2 Great Speakers!

Sunday, Dec 8, 10am - 2pm -- Franciscan Education Center (Seoul)

Henry Widdowson is an internationally acclaimed authority and author on the subject of applied linguistics and language teaching. Having held faculty positions at several revered universities, he is currently Professor of English Linguistics at the University of Vienna.

Diane Larsen-Freeman is a Professor of Language Education and Director of the English Language Institute at the University of Michigan. She is also Distinguished Senior Faculty Fellow at the School for International Training in Vermont. She has spoken and published widely on the topics of teacher education, second language acquisition, English grammar, and language teaching methodology.

Widdowson Titles by OUP

Linguistics, Practical Stylistics, Aspects of Language Teaching Teaching, Language as Communication

Larsen-Freeman Titles by OUP

Techniques and Principles in Language Teaching (2nd ed.)

If you would like to reserve a seat for this event, please email your contact information (name, address, email, telephone number and school name) to: <oxford@oxford.co.kr>. Lunchbox Included!

In this issue our spotlight shines on David E. Shaffer, who comes to us from western Pennsylvania, U.S.A. He is now a tenured professor in the English Language and Literature Division at Chosun University in Gwangju. He has also been a member of the Jeolla Chapter of Korea TESOL



since the organization was founded in 1993, and is now one of KOTESOL's handful of lifetime members.

Dr. Shaffer has been in Korea since 1971, when Park Chung Hee was head of the Third Republic, when the "expressway" to Gwangju was a dirt road over the mountains, and indoor plumbing and flush toilets unheard of. He originally came to Korea as a Peace Corps volunteer, serving most of his four years as a vocational education instructor at the South Jeolla Vocational Training Center in Gwangju.

David attended Pennsylvania State University (1968-1971), earning a bachelor's degree in education, and took a few graduate courses before coming to Korea. His Master's and Ph.D. degrees are both from Chosun University (1980 and 1990) in English Linguistics, with a master's minor in Korean Linguistics.

David has presented at numerous KOTESOL national/international and regional conferences throughout Korea. In the past few years, he has been active at our national level as an editor of numerous KOTESOL publications, as National Treasurer, a position he has just been re-elected to, and as Conference Treasurer.

In addition to his KOTESOL activities, he is a member of a dozen other professional organizations, presents at some of their conferences, and has held several official positions, including executive board member of KATE in 2000-2002.

As for teaching philosophy, David's belief is that as professional educators we must act professional. We must know and have an interest in our subject matter, we must know and take an interest in our students, and very importantly, we must know how to transfer that subject matter to those students. He goes on to state, "The English teacher is much more of a facilitator than an imparter of knowledge. Since members of any given class are almost always at very different stages of target-language proficiency, and since very little acquisition occurs directly from material presented in the EFL classroom, there is little more that we can realistically expect to do than facilitate in the language-learning process. Because of this, I am a firm believer in the extensive use of small-group activities of all kinds (decision-making activities, role plays, etc.) and pair work in the classroom. I allow students to participate in the planning process for different parts of the course: what types of activities we do and what topics we choose for debate, class discussion, and other presentations."

David's hobbies are collecting Korean stamps, Korean currency, and telephone cards. Each of these collections are extensive and include Korea's first stamps, "Joseon Tongbo" coins from the King Sejong era, and almost all of the telephone cards issued in Korea.

His extra-curricular activities are mainly writing columns for periodicals. At present he writes a monthly column on learning English for TIME Plus magazine and a bimonthly column on English teaching for Bareun yeongeog yoyuk (The Internet TEFL Journal) <<http://www.mantoman.co.kr/>>. In the past, he has had columns on learning English, learning Korean, and traditional Korean culture in the Korean Herald. Being quite interested in Korean history and traditional culture, he has an extensive library of books in those areas. He has also contributed more than a dozen articles on Korean history and customs to the newly published Encyclopedia of Modern Asia (Berkshire/Scribners 2002).

Recently, he has been working on secondary-school English textbook

materials, published a book on common English learner errors, Oeugugin gan tteoreojineun yeongeog, and an English translation of the complete works of the poet Yun Tong-ju (1917-45). A collection of his articles on learning English is expected to be out before the end of the year.

Membership Spotlight

by
Jerry Foley

His plans for the future are to continue his work at Chosun University, where he has been on the staff for the past 27 years, and building upon what he has already done. This includes teaching graduate and undergraduate courses, as well as a few Korean language courses.

David has been married for more than 20 years to Ko Boksoon, a native of his "second hometown," Gwangju. They have two bilingual children, a son Gene, who is attending Pennsylvania State University, and a daughter Joan, who is a senior at an international school in Seoul.

David is truly a long-term resident of Korea. He reflects: "During the three decades that I have been in Korea, I have witnessed change taking place at an incredible rate, while things seem to remain pretty much the same in my hometown. It seems amazing that a country that was using the abacus in banks 25 years ago now has the highest rate of computer access in the world."

In closing this spotlight, it would be most appropriate to include a little more about this member's most recent achievements. In addition to receiving certificates at our annual Conference for his service as National Treasurer and Conference Committee Treasurer over the past year, David was also awarded the prestigious KOTESOL President's Award. The award reads in part: "KOTESOL is a far better organization because of him."

Winner of the KOTESOL President's Award!

Calendar

compiled by
Louie L. Dragut

CONFERENCES

- 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) <lcesea@hkbu.edu.hk> (Web) <http://www.hkbu.edu.hk/~lcesea>
- Dec 7 '02** "Research Paradigm in Applied Linguistics" The Applied Linguistics Association Of Korea: 2002 Winter Conference, Korea University's "Living Plaza," Seoul, Korea. Invited Speakers: Henry Widdowson & Diane Larsen-Freeman. Contact: Prof. Inn-Chull Choi (Email) <icchoi@sungshin.ac.kr>
- Dec 12-15 '02** "Language Testing In Global Contexts" The 24th International Language Testing Research Colloquium (LTRC 2002), Hong Kong. Contact: (Email) <egACLAR@polyu.edu.hk> (Web) <http://www.engl.polyu.edu.hk/ACLAR/ltrc.htm>
- Dec 16-21 '02** "13th World Congress of Applied Linguistics: Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity" Singapore. Contact: Anne Pakir (Email) <ashead@nus.edu.sg>
- 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>
- Feb 15 '03** Korea Association of Teacher's of English (KATE) Annual Winter Conference. Yonsei University, Seoul, Korea.
- Mar 12-14 '03** "English Language Teaching in the IT Age" TESOL Arabia International Conference, Rotana, Dubai, United Arab Emirates. Contact: Kathy Bird (Email) <Kathy.Bird@zu.ac.ae> (Fax) +971-4-264-8681 (Web) <http://www.tesolarabia.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 Conference & exhibition will be held at the Conference Centre and The Quality Hotel in Brighton, UK. Contact: 3 Kingsdown Chambers, Whitstable, CT5 2FL, UK. Tel: +44 (0)1227 276 528 Fax: +44 (0)1227 274 415 Email: generalenquiries@iatefl.org Website: www.iatefl.org

Jun 6-7 '03 "Computer-Enhanced Language Learning: secondary & tertiary environments, processes and products" Third international IT & Multimedia in English Language Teaching (ITMELT 2003), Hong Kong. Contact: Bruce Morrison (Email) <itmelt2003@elc.polyu.edu.hk> (Fax) +852-2766 7576 (Web) <http://elc.polyu.edu.hk/conference>

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>.

CALLS FOR PAPERS

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

Dec 30 '02 "English Language Teaching in the IT Age" TESOL Arabia International Conference, Rotana, Dubai, United Arab. Contact: Kathy Bird <Kathy.Bird@zu.ac.ae> (Fax) +971-4-264-8681 (Web) <http://www.tesolarabia.org>

SUBMISSIONS

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie Dragut, Kyung Hee University, Institute of International Education, 1 Hoegi-dong, Dongdaejmun-gu, 130-701 (Email) <louiedragut@khu.ac.kr>, (Tel) +82-(0)2-961-0786.

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?

This issue's Web Wheres skims the surface of pronunciation sites on the web. The Internet is an ideal place for developing pronunciation materials because of its ability to offer sound and visual images at the click of a button. Unfortunately, do a search on 'free pronunciation lessons' and you will be flooded with links to pages selling accent reduction CDs. Below are a few pages you might want to introduce to your students.

To raise your students' awareness about pronunciation you could have them visit <http://www.cuhk.hk/eltu/ELH/doc4.html>. It has a nice little fact sheet that you could use to give learners ideas about how to improve their pronunciation. This could also be a source of material for a conversation class. Partners could interview each other on the reasons for and against taking this advice.

You could point your students towards the 'English Pronunciation Tip of the Day' on John Maidment's page at the University College of London. Visit:

<http://www.phon.ucl.ac.uk/home/johnm/eptotd/tiphome.htm>. Treasure seeking teachers should trim back the URL on this one.

One of my favorite pages thus far has been <http://eleaston.com/aap/>. The pages are fairly systematic with the easy tips and explanations on top. Do not give up too soon. Dig into the lesson and you will find some neat stuff. Send your students here for optional homework. The server can be annoyingly slow though. Bless the brave teacher who sings on the audio files here!

For the teacher

If you have a beam projector, high-speed Internet, and a computer in your classroom this might be a handy tool: <http://www.faceweb.okanagan.bc.ca/pron/>. Annoyingly, this page seems to have been neglected or uses some fairly arcane file formats. Several of the links files did not load. Scavengers should be able to salvage some nice Quicktime video files from here, though, showing

the articulators of several sounds, including some sibilant sounds that are often troublesome for Korean learners.

Web Wheres

edited by
Trevor Gulliver

Students of phonetics will want their own copy of the International Phonetic Alphabet Chart from <http://www.arts.gla.ac.uk/IPA/ipachart.html>. Find more neat stuff at <http://www.arts.gla.ac.uk/IPA/ipa.html>. If you are attempting to create web documents (and perhaps even word documents) containing phonetic symbols take a look at my first JavaScript program, Codefish, at <http://lang.kaist.ac.kr/faculty/trevor/codefish.html>. You might need to play with it a bit. Let me know what you think at lang2@mail.kaist.ac.kr.

THE ENGLISH CONNECTION Contributor Guidelines

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

THE ENGLISH CONNECTION welcomes any previously unpublished article in the following categories:

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

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

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

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

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

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

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

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

CHEONGJU

by Jim McMillan

What's Up in KOTESOL

edited by Michael Duffy

Our initial meeting of the fall semester took place on September 28th. Philip Gitelman explored techniques and methods to develop learners' writing skills. His approach is based on the idea that all learners have advanced oral rhetorical skills. Using simple realia such as an apple and an orange, he showed how these oral skills can be successfully transferred to the written mode in the specific genres of description and contrast. His presentation was followed by a lively discussion with many attendees sharing their experiences with teaching written composition. Philip began his new position at Cheongju Universtiy this fall. Prior that, he taught for one year at Mokpo National University. He has also taught in Israel, studied in Brazil and worked for several years as a technical writer and teacher in the Bay Area. He has a degree in English Literature from the University of North Carolina at Chapel Hill and an M.A. in Teaching Composition from San Francisco State University.

On October 26th the Chapter's new membership coordinator, Miri Choi, gave a presentation on using metacognitive strategies in the classroom. She discussed the value of encouraging learners to adopt strategies for planning and monitoring their learning process. She showed how such strategies can be incorporated as part of a lesson to teach EFL at a practical level. Miri is presently teaching at Seowan University in Cheongju. Prior to coming to Korea, she had taught at the primary, secondary and tertiary levels in America. She has an MA in TESOL and is certified for teaching in the New York State public schools.

Our chapter meetings take place on the fourth Saturday of every month during the spring and fall semesters. They begin at 2:00 p.m. in Room 312 in the Humanities Building of Cheongju University. We welcome all regular members and visitors with an interest in second language learning and teaching.

DAEGU-GYEONGBUK

by Julie Stockton

There was no meeting in August because so many of our members travel during that month, so it was great to see everyone again in September. Hope your summer vacation was enjoyable and you had a chance to relax a little.

The turnout of a little over 50 people was perhaps a tribute to our speakers, Professor Woo Sangdo and Paul Mead. The topic was "Cultural Issues for Teachers in Korea." Generally, people's attitudes toward cultural differences have great impacts on their acceptance and respect for others. Professor Woo suggested that we focus on similarities because "there are more similarities than differences" between us. We should also create a collective language that would enable us to talk about cross-cultural issues. Our understanding of each other could begin with something as simple as asking each other how we would like to be addressed. Perhaps Miss Kim would rather be called by her full name, which is usually preferred in Korean society. This was a very interesting and interactive presentation that had all of us talking and thinking about how we're different and yet the same.

We then had a surprising turnout for our October meeting. We were a little unsure of how many would come, as many of us had attended the Seoul conference the previous weekend. In the event, 36 of us gathered to hear Suh Kongju and Chang Taesung give a very interesting presentation about teacher development and using video clips in the classroom. The speakers discussed the Teachers Group for Media English, which they developed with other Korean secondary

English teachers. They explained their goals on the basis of EFL research findings and presented practical applications for use in the classroom. Their suggestions were applicable to university and college, as well as secondary teachers, so we were all motivated to try new things.

Our book-lending table was overburdened and Professor Choi insisted everyone take some home. "Autumn is the season for reading books", Koreans say. Come, meet other English teachers and develop professionally in a relaxing atmosphere. Hope to see you on November 2nd. Bring your smile.

DAEJEON

by Kevin Parent

The chapter's website has been completely revamped. If you haven't seen it yet, please take a look at www.kotesol.org/Taejon (right, it's still the old spelling). On the new site, you can see a complete schedule of our meetings for the next year. There's also an article on using a video camera in the classroom. We're always looking for videos for our Spring Drama and Film Festival. One of them could be yours!

Our next meeting will be on November 23. The format will deviate significantly from usual in that we have at least three speakers. The topic will be cross-culturalism. Please mark this on your calendar. By the way, if you are looking for something to read, we've brought back the book exchange! Take a look. If you see something you like, drop a book off. Or if you just want to get rid of a few books, here's the perfect place.

Finally, we'd like to welcome our new members who joined at the international conference up in Seoul. We're glad to have you. Remember that the big conference is just one of the perks of your membership; our monthly chapter meetings are another. To any member, new or veteran: if you want to become more active in our chapter, please contact chapter president Kevin Parent at ksparent@yahoo.com. We're always happy to have more support.

**Have a "Special Interest" in English Teaching? Start a SIG.
Contact Paul Mead for more info (see page 24).**

GANGWON

by Ryan Cassidy

After the lull of the summer vacation, things are suddenly busy again in KOTESOL. The 10th International Conference has come and gone. I'm sure I speak for everyone who attended when I say that it was a fantastic event. Certainly, everyone I have spoken to has made similar comments. Mentally exhausting, but well worth the effort. Congratulations to the 2002 conference committee on their success, and thanks also to all the student volunteers that made life easy for conference goers by registering, guiding and informing. Your help was greatly appreciated.

Congratulations also go out to the several new members of the national executive committee. I look forward to working with you all throughout the next year. As Dr. Woo Sang-do begins his year as president, and Robert Dickey makes the transition to immediate past president, I'd like to offer a word of thanks to Rob. His advice and guidance was instrumental in our drive to start this chapter. Thanks Rob.

As expected, the conference saw the addition of a few new members to the chapter, two of whom I managed to meet. Anyone out there that did become a member at the conference but I did not meet, please contact me at gangwonkotesol@hotmail.com so that we can keep you up to date on what's happening in the chapter. Our meetings are scheduled for November 2 at Hallym University in Chuncheon, and December 7 at Gangneung University for the final meeting of the semester. Watch your email for notices. I look forward to seeing you all in the coming months.

JEOLLA

by Adam Lee

This month's meeting will be on November 16th at Chonnam National University. Elections will also be held on that day to choose new executive officers. We are looking for some new faces to volunteer to participate in the leadership

of this chapter. After three long years of hard work, Jeolla President Brian Heldenbrand will be stepping down from office to pursue other goals and projects. Our chapter wishes to express appreciation and gratitude for all the dedication and faithful leadership that Brian has given to Jeolla KOTESOL since 2000. This chapter has expanded and developed in many ways during his tenure as president. He will be greatly missed.

The final meeting of 2002 is scheduled to be held at Jeonju University on December 7th, and will be followed by the annual chapter Christmas party. Rachel Philips from Sookmyung Woman's University and Ingrid Zwaal from Jeonju National University of Education will be bringing the presentations that Saturday (and hopefully a few tasty dishes for the Christmas party as well).

SEOUL

by Myung-Jai Kang

Since the huge success of Seoul-Gyeonggi Conference in May, the Seoul Chapter has held five monthly meetings in a row held on every third Saturday without even any break for the summer vacation. Our very friendly and distinguished speakers from June through October have been Peter Nelson, Jim Gongwer, Andrew Finch, Kevin Lee, and Park Eunyung, giving useful and informative presentations, respectively, on "Pronunciation, Stress and Rhythm", "Investigating Research Types", "Action Research: How and Why", "Developing a Literature Menu", and "Using Computers in the Korean Elementary Classroom".

The Chapter will hold an election for President and VP right after the presentation at the monthly meeting on October 19th. The current president, Myung-Jai Kang, and VP, Kevin Landry, will step down from their positions because they were elected as National First VP and Secretary at the KOTESOL Annual General Meeting at the national conference. Any enthusiastic KOTESOL member can volunteer to run for these positions. We are looking forward to

greeting new officers at the October meeting. So many thanks to the former officers for what they've done in so many ways for the growth of our Seoul Chapter and best of luck to the new! Please visit us at www.kotesol.org/seoul for more information.

TEACHER EDUCATION AND DEVELOPMENT SIG

by K. Laurence Landry

The Teacher Education and Development Group has a community group hosted by Yahoo and is linked to the main www.kotesol.org web page. Some people feel these community sites are unprofessional but they have their uses. We have sent out 350 invitations to members of KOTESOL who supplied us with their e-mail address. The community allows group mailing by just copying the address from a spreadsheet and pasting without the need for typing 350 commas. I hope the membership of the SIG will increase as a result to this measure and once our numbers stabilize, the members of the SIG might consider moving the group site. Internet contact is no substitute for face-to-face interaction (like at the Conference), but adds an additional means of communication. The current facilitator, Kevin Landry, has been elected National Secretary, so his position is up for grabs.

YOUNG LEARNERS SIG

by Jake Kimball

We have just come off a great weekend at the International Conference at Sookmyung University. It was a relief to see so many dynamic presentations by speakers talking about YL issues. The conference also provided a great opportunity to meet with the many YL teachers in KOTESOL as well as visit with the many book publishers.

continued next page

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Conclusion

You have read the books, articles, and the concepts that helped you develop your own teaching theory or practical teaching ideas. Writing up your experiences or articulating your philosophy is your way of helping other colleagues and developing yourself professionally. After the paper has been published, someone will read and comment on your work. It will help you open up and learn. As interest grows, people add other evidence

and theories to your ideas. Publishing a paper might be a professional obligation, but one which can be fun and fruitful.

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The Author

Hee-Jung Jung is a Ph.D candidate at Washington State University. She has a BA in English and an MA in Education from Washington State University. She has taught English in an elementary school in Korea. Email: hjung@mail.wsu.edu

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Now, down to business. The time has come to get on the YL bandwagon. Join the Young Learners' Special Interest Group. Go to www.kotesol.org/younglearn/ to see what we have on offer. All KOTESOL members are invited to join, as we are excited to continue building a community of YL teachers. Even if you do not teach young learners you will find our community worthwhile.

New developments? TEC has a new column devoted to YL issues. Expect a broad appeal to the great diversity that makes up KOTESOL. Check this month's issue for an action research project. Also, this month you will find new worksheets and surveys added to our Yahoo discussion board. That way you will find it easy to begin productive dialogues. Hope to hear from you soon!

KTT

by Douglas Margolis

If you missed the KOTESOL International conference, you missed four KTT presentations: TJ Everest, from Pusan University of Foreign Studies, wowed a jam packed room with a new presentation about teaching supra-segmental pronunciation features, such as stress,

rhythm, and intonation; James Ranalli elaborated a listening comprehension instructional plan that promoted both top down and bottom up listening skills via microteaching; Stephanie Downey offered a workshop on error correction techniques; and yours truly gave a new presentation on motivation strategies.

In addition to these presentations, KTT was also blessed with several new volunteers, including Lilia Punzalan, Don Makarchuk, Tory Thorkelson, and Melanie van den Hoven. We truly appreciate their participation. Moreover, KTT has been preparing a training needs survey to identify what areas of training are most needed. If you receive one of these surveys in the mail, please help us by completing and returning it. Your participation will help us improve our training workshops and make them more worthwhile to you.

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

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social needs, ego needs, and at the top of the pyramid is the need for self-actualization. My understanding of self-actualization here is the need that each of us has to realize our full potential. This, for me, is at the heart of the need for CPD; it enables us to realize our full potential, professionally and personally.

This first piece has been a brief consideration of Why. In Part Two of *Paths to Professional Development*, we can start to explore How.

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Dr Andy Curtis is the Director of the School of English at Queen's University in Canada. He recently completed a year as Visiting Professor at the School for International Training in the USA.

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

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Have you thought about becoming an active leader in KOTESOL? Lots of opportunities are available in chapters, programs, and publications. For more information, Email us at <KOTESOL@chollian.net>.

KOTESOL DEPARTMENTS

Research SIG
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Teacher Development & Education SIG
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Global Issues SIG
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CALL SIG
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Young Learners SIG
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Writing & Editing SIG
Adam Turner, Facilitator (Email) <ifli@hotmail.com>

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KTT (KOTESOL Teacher Training)
Douglas Margolis, KTT Co-Coordinator International Graduate School of English, 449-11 Sungnae-dong, Gangdong-gu, Seoul, 134-847, (W) 02-6477-5116 (Email) <dpm123@teacher.com>

TechComm
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Larry Hoffarth, National Webmaster Chongju University (Email) <larr_dog@hotmail.com>
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Hwang Sungsam, Treasurer (Email) <ecloguehwang@hotmail.com>
Tory Thorkelson, Inventory Manager (Email) <thorkor@hotmail.com>

Membership Data Services
Julie Stockton, Data Management Maintenance
Robert Dickey, Data Management Maintenance
Kevin Parent, Data Management Programming

KOTESOL PAST PRESIDENTS

Scott Berlin, 1993-94
Dr. Kim Jeong-ryeol, 1994-95
Dr. Oryang Kwon, 1995-96
Dr. Park Joo-kyung, 1996-97
Carl Dusthimer, 1997-99
Dr. Han Sangho, 1999-00
Dr. Andrew Finch, 2000-01
Dr. Hyun Taeduck, 2001
Dr. Robert J. Dickey, 2001-2002

Resume Building...

Isn't that what half of life is about? KOTESOL recognizes that most teachers of English are not as far up the career path as we hope to be, and KOTESOL has opportunities for you to "beef up" that resume.

Publications and presentations are the first issues for many academicians. Both areas are available to you:

Papers are welcomed in KOTESOL's two professional publications: *The English Connection (TEC)* and the *Korea TESOL Journal*. *KOTESOL Conference Proceedings* are available as well, to those who present in the annual International Conference.

Presentation opportunities are too numerous to count. There are Calls for Papers for local and the International Conference, as well as in KTT (KOTESOL Teacher Training) programs. Every Chapter meeting hosts one or two presentations at each monthly meeting. And other presentation opportunities are presented in the Calendar section of *TEC* and in announcements on the email discussion list KOTESOL-L and via direct emailings to members.

Group work more your style? How about working for conference development, or in on-going chapter activities? Look for contact info for any KOTESOL activity in the "Who's Where" section near the back of each issue of *The English Connection*.

Other opportunities are available in Special Interest Groups (SIGs). SIGs are organized around specific areas of interest in ELT. You can discuss research areas, professional development, and other professional topics with fellow KOTESOL members who share similar orientations, or work towards producing special SIG projects. Contact our National 2nd Vice President for more information on SIGs.

Editors and Layout assistants are always welcomed for the various KOTESOL publications. Though hidden from the public eye, future employers are always looking for people who can help in organizational publications.

Have an idea for something you want to do, that KOTESOL isn't already doing? Contact any of the executives listed in "Who's Where" and share your ideas!

KOTESOL is a professional society -- we depend on your professionalism, and we foster professionalism in others. By getting involved, you improve the teaching profession for all of us, and brighten your own professional future as well. We look forward to hearing from you!

Volunteer:

From Publishing to Teacher Development, KOTESOL is where it's happening. Contact the officers and chapter reps listed in the "Who's Where" section for more information.

Constitution & Bylaws of Korea TESOL

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

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

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

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

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

V. Officers and Elections 1. The officers of KOTESOL shall be 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 " 대한영어교육학회 (KOTESOL)" at Kwangju Bank (광주은행), account number **004-107-002321**. If you transferred funds online, please indicate:

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

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

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

Confidential: YES or NO (If you answer YES, the following information will not be included in any published form of the membership database. The information will be used by KOTESOL general office staff only for official KOTESOL mailings.)

Email address(es): _____, _____

Telephone:

Home Phone: (____) _____ Work Phone: (____) _____

Fax: (____) _____ Cell Phone: _____

Work Address:

 School/Company Name

 Address Line 1

 Address Line 2

 City / Province / Country * POSTAL CODE *

Home Address:

 Address Line 1

 Address Line 2

 City / Province / Country * POSTAL CODE *

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

Please check all those areas of ELT that interest you:

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

Date: _____ Signature: _____

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

www.kotesol.org

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English Grammar

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