KOTESOL
대한영어교육학회

THE ENGLISH CONNECTION

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

Volume 7, Number 2

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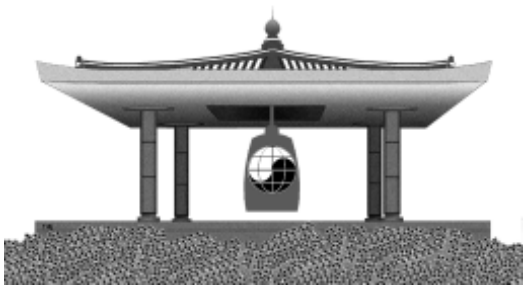

Introduction

Teachers of English in secondary schools in Korea choose from a number of government-approved textbooks for use in their classes. In line with other improvements in the education system (e.g. decreasing class sizes), these books are gradually becoming more pedagogically sound and culturally appropriate, though they remain largely skills-based and continue to treat language-learning in a linear, discrete (decontextualized) fashion. Teachers are, therefore, faced with the problem of adapting such texts in order to make them meaningful, enjoyable, and relevant to the learning needs of their students. This paper explores how teacher-designed activities that treat the special learning needs of the students can build on the aims and methods of the textbooks, rather than conflicting with them.

Supplementing Textbooks: A Practical, Task-Based Methodology

by Dr. Andrew Finch

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March, 2003

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KOTESOL Drama and Film Festival

http://www.kotesol.org/taejon/daejeondrama.html

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

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Call for Papers for *PAC Journal*

(Korea Section)

I. Background: What is PAC Journal?

In 1997 three Asia-based language teaching organizations—JALT, ThaiTESOL and Korea TESOL—launched the Pan Asia Conference Series, the first of which was held in Bangkok (January 1998), and the second in Seoul in October 1999, which was hosted by Korea TESOL. 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 to guide your subheadings in your papers. Papers that do not use the design of 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 **May 1, 2003** at the following address:

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The English Connection

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Beginning the KOTESOL Year

Dear Colleagues,

I hope that all of you have had a rewarding winter and that you have made a good start into the spring semester. If you have not been able to keep some of the resolutions you made for the new year, I think now is the proper time for making some new ones, since the new academic year and spring both represent new beginnings. I like the idea of having the new semester begin in March, when the leaves begin to bud and flowers begin to bloom.

Sangdo Woo

President's Message

by Dr. Sangdo Woo

While you were spending your winter either working or traveling or doing both, our national officers, committee chairs, chapter officers, and department heads were hard at work preparing for a productive year for Korea TESOL. Chapter meetings at some chapters continued throughout the winter and are now resuming at all others. I sincerely hope that more members, as well as prospective members, take part in chapter meetings in the months to come. Put this at the top of your list of spring resolutions.

Teachers do not have many opportunities to see other teachers in their classrooms and observe their classes. For this reason, I think attending monthly chapter meetings is a great way to find out what other teachers are doing and to pick up some practical ideas and techniques that you can use with your own students. If you are one who is interested in volunteering some of your time to chapter events but you are only thinking about it, a good way to get started is to arrive at the meeting place half an hour early to help members set things up for the meeting. This will afford you the opportunity to meet new people and get to know others better. It will provide a chance for networking with colleagues – an important part of being a professional in our field. The next step you can take is to organize the ideas and teaching techniques you have found to work successfully in your classroom and present them at a monthly meeting. The active discussion periods that follow meeting presentations are highly productive. You can contribute here, too, by taking an active, rather than passive, part in the flow of comments and ideas. Add each of these to your spring resolution list.

Extending beyond the chapter meeting, chapters are planning to hold regional conferences and special events such as drama and film festivals, and special interest symposiums. (Check the "Calendar" section of *The English Connection* and the KOTESOL website <www.kotesol.org> for updates). By going to or participating in other chapters' events, you may surprise yourself at how much you learn and at how much you can extend your networking with colleagues with the same or similar interests in teaching and research. Attending these events should also be on your list.

Next is the biggest and most important event of the KOTESOL year – the annual international conference scheduled for October. The Conference Committee held its first planning session in December and is holding another in March. The committee members have been making a special effort to secure a good conference venue and are in the final stage of negotiation. The conference co-chair has already begun work on site and theme selection for our 2004 conference. Much advance planning is taking place and the committee is going to great pains to organize the conference events more professionally to meet the expectations and needs of our members and to meet, if not set, the standards of a well-established academic society. Enter this on your list, if it is not already there.

I would like to encourage you to be part of this great endeavor to make KOTESOL one of the best English education-related associations in not only Korea but in the whole of Asia. I hope to see you at many of these KOTESOL events this year, and in the future, taking an increasingly active role and benefiting yourself as well as our organization

Supplementing Textbooks

continued from the front page

Task-based Supplementation

Well-designed supplementary materials can greatly enhance learning, since they are made for the specific learning needs of specific students, by their teachers who have been trained to identify those needs. But how are teachers to set about such supplementation? Where can they find criteria for pedagogically sound task-design? How can they be sure that they are helping the students? How can they find the time to make materials? This paper focuses on the first of these questions, taking the textbook *High School English* (Bae, 2001) as its source.

There is little space in this paper to investigate the various task classifications that have been made by various researchers. Instead, these are presented in tabular form (table 1). Further explanation and description of these task types can be found on the online extended version of this paper: http://www.finchpark.com/arts/tbsupp Table 1 distinguishes between static/one-way and dynamic/two-way tasks, and offers representative activities in terms of discovery tasks, experience tasks, guided tasks, shared tasks and independent tasks. These divisions are flexible and often overlapping. Activities can be described as belonging to various categories, depending on the context and the manner in which they are used. When making materials to supplement textbooks, a normal sequence of activities might progress from the top left corner of the table to the bottom right, moving from static to dynamic activities, one-way to two-way activities, and from discovery tasks to independent tasks, as the students become more familiar with the learning content, and more competent in using that content in interactive and collaborative work in the classroom (and independent work outside the classroom).

For further discussion on task classification, task sequencing, and task content, the reader is referred to Candlin, 1987; Nation, 1990; Skehan, 1996; Skehan & Foster, 1997; and Willis, 1996.

Table 1. Task-types

Types of Tasks	Static (one-way)	Dynamic (two-way)
Discovery tasks	• word searches • internet-based language puzzles • matching activities	• dictionary activity (pair/group) • language trivia games/puzzles • group matching games (cards)
Experience tasks	• memory games • review activities (one-way) • simple lexis activities (grammar, vocabulary) • questionnaires (one-way)	• brainstorming • review activities (two-way) • basic interviews • questionnaires (two-way) • storytelling
Guided tasks	• using classroom English • structural activities (drills) • comprehension activities • dictation activities	• discovery activities • group project-work • dramas • role-plays
Shared tasks	• pair-work (information gap, information transfer) • group-work (information gap, information transfer) • tasks about class members • simple dialogs • language games	• pair-work (e.g. interviews) • group-work (problem-solving, opinion-gap) • jigsaw activities • surveys • pyramid activities • role-plays & simulations • error-correction • peer-assessment • discussions
Independent tasks	• homework • self-study (books, internet) • self-assessment	• independent projects • writing to an email pal

(Table 1 adapted from Finch, 1999, p. 190)

Practical Examples

Looking at *High School English*, page 86, we find the first page of a 41/2-page reading passage about school children visiting North Korea (figure 1). Although the book is organised according to the traditional skills-based approach (separate sections on Reading, Writing, Listening and Speaking), there is a good deal of cultural sensitivity apparent here, as students are invited to use the target language to describe issues relevant to their own culture. Meaning and authenticity are thus in evidence in this text.

Pages 86 to 90 show us, however, that the presentation has changed little from earlier models, and that there is little opportunity for students or teachers to interact with the text, to discover meaning, or to make the text their own. The teacher is presented with text-heavy pages of the target language, with suggested vocabulary and phrases at the bottom. The assumption is that teachers and students will wade through this text, translating word for word, in the usual grammar-translation way, without attempting to use English as a meaningful, living language, and without paying attention to the promotion of confidence, motivation and autonomous learning.

When the students' only task is to translate everything into Korean, however, it is reasonable for them to ask why the passage wasn't written in Korean in the first place, since this would have saved them a lot of trouble. We cannot expect our students to give English much significance in this situation, since its role is simply that of a poor relation to the mother tongue. Students are neither expressing themselves in English, nor learning things that can only be learned through the use of the target language. The not-so-hidden agenda is one of exam-preparation.

Constructing the text

Acknowledging this problem is halfway towards solving it, since the teacher can use this text to make supplementary materials which heighten students' learning abilities (the original cognitive intention), while also providing interesting, stimulating and challenging interaction (problem-solving, creative thinking,

affective and social learning). The text may be transformed into a student-centered discovery activity by asking students to reconstruct the paragraphs as individuals and as groups from single words on individual bits of paper, organized by sentence.

The instructions for this activity can be addressed to the student, and thereby need no teacher-explanation. In this manner, we are involving the students in the learning process, by asking them to solve a language problem (what do the instructions mean?), to initiate action according to those instructions (which thus function as a comprehension test) and to interact with their peers in order to access information (meaningful use of the language). This interaction, since it involves listening and speaking, will promote authentic classroom language (*What did you say? Can you spell it? What does it mean? I don't understand. One more time please.*) and cooperative problem-solving (sequencing the sentences).

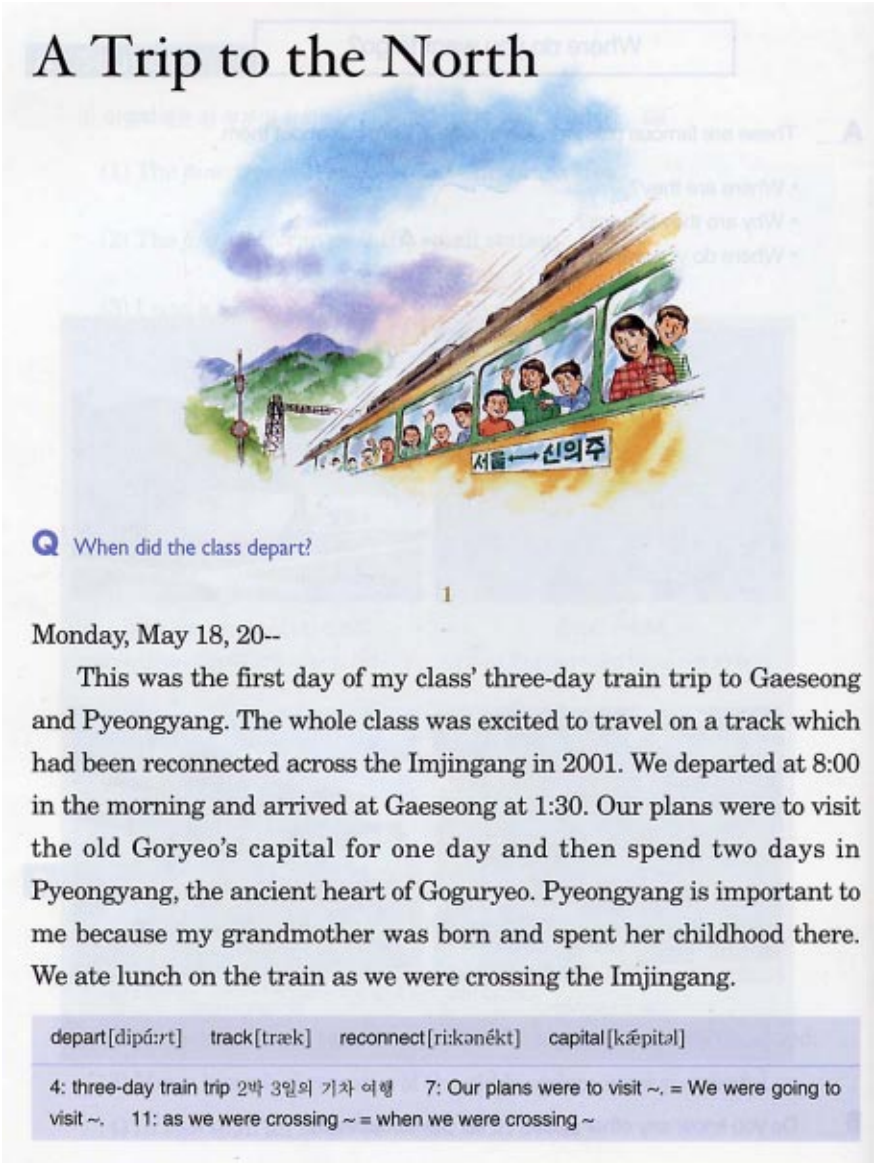
This construction and sequencing of sentences can occur as a pre-reading activity, or as a post-reading activity, depending on the preferences of the teacher, and on the learning needs of the students. As one example, a student will have collected the 6 sentences from his/her peers, and be ready (in collaboration with other group members) to put them in order. A number of linguistic functions will be practiced (in English, if possible) at this time, including agreement, disagreement, suggestion, doubt, confusion, decision and confirmation. Students will also exercise critical thinking skills when looking for markers of sequence, such as time order and reference to past events. In figure 2 paragraph 3 is presented as a strip story, and groups perform the same activity as before - finding a suitable sequence. It is worth noting at this stage that there need be no correct answer, since students can decide according to their own criteria, and can then compare the result with the text in the book. In this way, they will be interacting with the text, making hypotheses about the principles of paragraph construction, and testing these hypotheses against the text.

By the end of this series of activities, students have constructed the first three paragraphs of the text interactively (asking each other for information), using problem-solving skills, communication skills, peer-dictation (listen and write), comprehension gambits (*What did you say?*) and peer-error correction. The students now own the text, having constructed it together, and having discovered its meaning together.

Figure 2: Strip story

	I felt sad when I looked at it, but I'm glad it is still there because it reminds me of history.
	As I walked across the bridge, I tried to imagine the scene on that day.
	It is said that several green bamboos appeared after the assassination.
	The bridge involves a sad story which served as a historical turning point.
	After Seonggyungwan we visited the Seonjukgyo, located over a small river about 1km east of downtown.
	Jeong Mongju, a scholar loyal to the Goryeo Dynasty, was assassinated on the bridge by scholars loyal to General Lee Seonggye.
	Seonjukgyo is one of the oldest stone bridges now in Korea.

Figure 1. *High School English*, page 86



A Trip to the North

서울→신의주

Q When did the class depart?

1

Monday, May 18, 20--

This was the first day of my class' three-day train trip to Gaeseong and Pyeongyang. The whole class was excited to travel on a track which had been reconnected across the Imjingang in 2001. We departed at 8:00 in the morning and arrived at Gaeseong at 1:30. Our plans were to visit the old Goryeo's capital for one day and then spend two days in Pyeongyang, the ancient heart of Goguryeo. Pyeongyang is important to me because my grandmother was born and spent her childhood there. We ate lunch on the train as we were crossing the Imjingang.

depart[dipáːrt] track[træk] reconnect[riːkənékt] capital[kǽpitəl]

4: three-day train trip 2박 3일의 기차 여행 7: Our plans were to visit ~. = We were going to visit ~. 11: as we were crossing ~ = when we were crossing ~

Follow-up activities

Figure 4 shows another way of making the text more meaningful to its readers. In this activity (hinted at on page 93 of the textbook), students are given postcards of

continued next page

continued from page 7

places in North Korea, and are invited to fill in the postcards, and to mail them to their friends and relatives. This activity promotes interest in the content of the text, and encourages students to find information about the places shown on the postcards, so that they can write about them.

Figure 3: A postcard from North Korea

As mentioned above, the original text (figure 1) has suggested vocabulary at the bottom of each page. There is no suggestion as to how to go about internalizing such vocabulary, however. Figure 4 shows a teacher-friendly and student-friendly way of going about this. The same vocabulary has been made into a pair-work crossword, and students are invited to explain the terms to each other. This activity is very effective in helping students to acquire the vocabulary, since the task of explaining the meaning of the words to another student requires that they comprehend those meanings themselves, and that they transfer the meanings in successful communication with their peers. Such crosswords can be easily made using shareware downloaded from http://www.crosswordkit.com.

Figure 5 shows the same vocabulary, this time incorporated into a wordsearch puzzle. The activity is less communicative this time, since the task is simply to find the words given in the vocabulary list at the side. However, this can be an affective format for individual studying of required vocabulary (homework). The wordsearch in figure 5 was made using shareware, downloaded from http://www.wordsearchkit.com, but the "wordsearchfactory" free software is also excellent: http://www.schoolhousetech.com/products/wordsearch/download.htm

Conclusion

This paper has attempted to show that teachers can successfully design and use language learning materials for their classrooms, despite the requirements of the test-driven classroom. By making materials which supplement the textbooks in use, they can promote meaning, relevance, authenticity, and creativity, through a student-centered, interactive, task-based approach to learning. The benefit of this approach is not just that students will appreciate the learning experience more, but that increased motivation and the reduction of affective filters will lead to improved learning.

The Author

Andrew Finch, whose PhD in Program Evaluation (Manchester University 2000), described and evaluated a task-based language program in Korea, is currently assistant professor of English Education at Kyungpook National University. Andrew was born in Wales and educated in England (MA music), where he had various middle school teaching positions before coming to Korea (1989) to learn Baduk. Andrew has co-authored a number of interactive learning books, which incorporate multi-tasking and alternative assessment using a learner-centered holistic approach, and which can be viewed online at http://www.finchpark.com/books

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continued on page 23

Figure 4: Vocabulary crossword

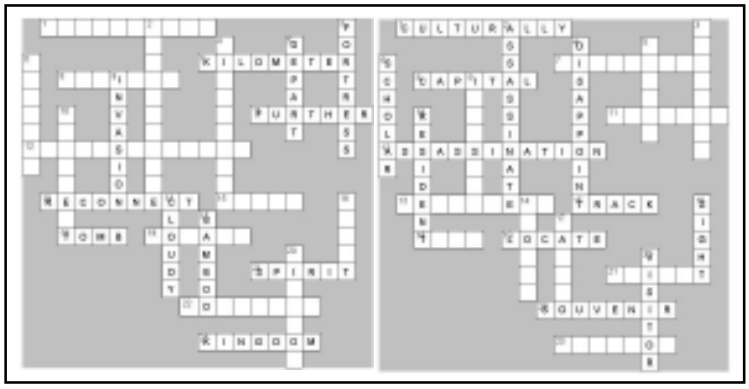
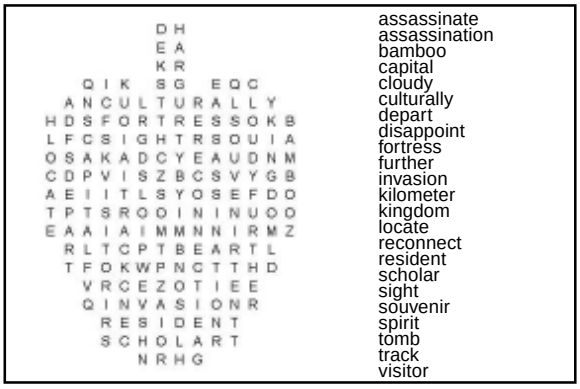


Figure 5: Vocabulary wordsearch



Word Groupings and Language Acquisition

by Jim Life

The study of word groupings is often under-valued in the acquisition of English as a second language. There are several reasons for this but the most notable reason has been the difficulty in teaching word groupings effectively.

Word grouping in English often takes one of two general forms, idioms or collocational phrases. An idiom is a grouping of two or more words[1] to create a unique meaning, which is different from the usual meaning of the individual words in isolation. Word groupings can also be a strong correlation between specific words in natural communication or a common way of phrasing an idea, a collocational phrase.

There are a vast number of word groupings in English. It is impractical for a non-native speaker to seriously consider learning them all. Why then should we bother to try to learn word groupings at all? When language, especially conversational language, is translated word-for-word, often something is lost in translation and that something is complete meaning and understanding. Some of the most crucial information transferred through English comes from an understanding of word groupings.

How Can Word Groupings be Effectively Learned?

Native-speakers appear to have little problem understanding word groupings and the possible meaning of new groupings yet for non-native speakers it seems a constant area of challenge and misunderstanding. Why? As small children we first learn our native tongues from the practical application of the language and develop an understanding of relationship and pattern between utterances. Victoria Fromkin (1993, p.393) notes "every aspect of language is extremely complex; yet very young children -- before the age of five -- already know most of the intricate system we have been calling the grammar of a language." It is an irony that non-native English speakers often understand the specific rules of English grammar better than many native-speakers do but fail to understand the practical application of this knowledge in natural communications. This is especially true for the application of word groupings.

When teaching English often the focus is placed on the general rules of grammar for single words and the over-all structure of the sentence, but not on word groupings. When word groupings are taught it is usually with each entry, or a few entries, in isolation. Because there is not an identified pattern and relationship between significant features in word groupings and other word groupings, the learner is unable to effectively remember the entry in respect to its relevance. Imagine how difficult it would be to remember place names if there was not a recognition that they identify location and are proper nouns with a specific role in communication. The same is true with the learning of word groupings.

The Classifying & Organizing of Word Groupings by General Meaning and Significant Features

A phrasal verb is the combination of a verb with a particle (a particle can be either an adverb or preposition in function within the phrasal verb) and as a classification, is the most common and universal form of word groupings, e.g., *drop by* and *come over*, are common invitations for a visit. "As is the case with all idioms, the meaning of idiomatic phrasal verbs cannot be computed from the meaning of the verb and the preposition or particle" (F. Katamba, 1993, p.291). This is true when considering the meaning of the verb and particles in isolation, but I suggest that the most common meaning of an idiomatic phrasal verb can usually be deduced by looking at the common traits that are attached to the features in relation to other similar phrasal verbs e.g., *stand up* for someone and *speak up* for some are similar in meaning and related through both the particles and the symbolic significance given to both "speak" and "stand¡"in relation to expressing support.

The pattern for other word groupings is not as clear as the pattern created by phrasal verbs. Fortunately, the more universal idioms can be grouped by general meaning or symbolism in relation to the major feature or features within the phrase. Collocational phrases tend to be linked in meaning to similar situations e.g., *don't bug me* and *get off my back*, both are very different in structure and key words yet they convey a similar meaning and can be use interchangeably in most situations. There is also a strong correlation between subjects with specific qualifiers, such as in the case of "to have fun" and the qualifiers *some* and *a lot of*, and "to be good" and the qualifiers *pretty* and *very*.

Conclusion

By organizing and presenting word groupings in relation to others with similar meaning and significant features we recreate the patterning by relationship done by the very young when they acquire their first language. The very young must learn through application because they lack the cognitive understanding to learn from a pre-existing structure. Adults can learn by creating a model of relationships similar to the model that they developed when learning their native tongues. This approach is applied to the understanding of patterns with single word vocabulary; it is possible and perhaps it is worthwhile to also utilize this approach in the understanding of word groupings.

The Author

James Life left his home country of Canada three years ago to become a full-time English professor at Youngdong Univerity in Chungbuk province. He has an M.Ed. and is presently engaged in research on word groupings in English. Email: jlifevic@yahoo.com

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Endnote

1. There are also single word idioms where the meaning of the word in a specific context is substantially different than the usual meaning attributed to the word but due to space limitations this is outside the focus of this paper.

THE 2003 KOTESOL JEOLLA CHAPTER REGIONAL CONFERENCE

CALL FOR PAPERS

Exploring the Connections of Language Learning

April 19, 2003
Chosun University, Gwangju
Seoseok Hall 9am - 5pm

The deadline for receipt of proposals is April 10, 2003

The 2003 Regional Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the environment of NE Asia. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes.

Please Email your proposal to:
Phil Owen, Jeolla Chapter President Email: phil_owen_99@yahoo.com

PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____
Type (check one): ❑ Workshop ❑ Paper ❑ Workshop/Paper ❑ Panel ❑ Poster/Exhibit
Level (check all that apply): ❑ Elementary ❑ Secondary ❑ University ❑ Adult Education
Equipment needed (check all that apply): ❑ OHP ❑ VCR/TV ❑ Cassette ❑ Computer
Number of presenters for this presentation: _____ ❑ Computer w/ Beam Projector

List the following contact information for each presenter (Use a separate sheet if needed):
Name: _____ Email: _____
Work Phone: _____ Home Phone: _____
Work Affiliation: _____ Fax: _____
Address: _____
_____
_____

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

_____
_____
_____
_____

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

Paths to Professional Development:

Part Three -- Creating Spaces and Mapping Relationships

In the first of these articles, we looked at the reasons why busy English language teachers do and do not engage in professional development, and in the second article, at how seeing ourselves on video can be a powerful way to learn more about our teaching selves.

In the third of these articles, I would like us to pursue this notion of knowing our professional selves. How would you define "teaching"? It is interesting how many of us engage in activities, sometimes for years, without regularly stopping to ask ourselves exactly what it is that we are doing and why. Having worked in many other professions, from hotel and catering to health care, I find language teaching to be one of those professions wherein the busyness of doing often seems to preclude adequate reflection on the business of being.

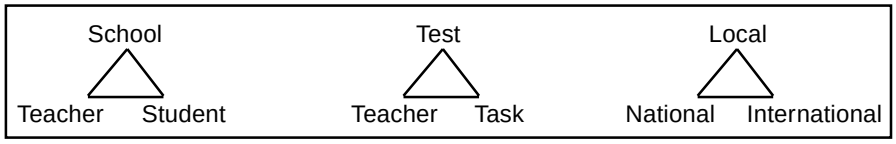
If each of you reading this article now were to put down your copy of *TEC* and write down your own, personal definition of "teaching" – and I wish you would* – there would be as many different definitions are there are readers. This is one of the things that gives our work as language teachers meaning – the way in which we understand it depends on who and where we are at that point in time, and changes as we change and move on.

For me, teaching is about the formation of relationships. It is that simple. And that complex. Professional development, then, is a way of identifying and mapping these relationships. What relationships can you identify in your English language teaching and learning? I ask this question to English language teachers regularly, and most replies identify relationships such as teacher-student and student-student, as well as test-syllabus and knowledge-skills relationships, and at the more macro level, relationships among the school community, the national, and international community.

A simple way of visualizing such three-part relationships is displayed in Figure 1.

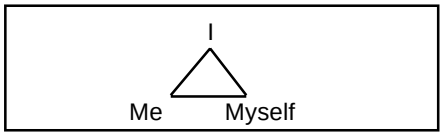
I would like to suggest that our professional development activities as language teachers can be thought of as a way of developing our understanding of an often-overlooked but essential tripartite educational relationship: that between Me, Myself and I (Figure 2).

Figure 1.



In our book, *Pursuing Professional Development: The Self as Source*, (Bailey, Curtis & Nunan, 2001), we cite Leo van Lier's use of the notion of estrangement. I have extended and applied his use of the term, to suggest that what we are trying to do in our professional development is to create some distance between our different selves.

Figure 2.



In the last issue of TEC, we explored the use of video in our professional development, and one reason video can be so powerful is because it is so good at estranging us from our selves. Comments from teachers seeing themselves for the first time on video, such as "Do I really sound like that?" show the way in which it is like seeing someone else. Part of this is because we have grown up in cultures dominated by television, so seeing anyone on the small screen, even if it is ourselves, is like seeing someone (else) in a daytime drama television show.

Professional Development

by
Dr. Andy Curtis

As Diane Larsen-Freeman has noted, our views of teachers have not expanded to anywhere near the extent that our views of learners have developed. One reason for this might be that in our eagerness to be learner-centered teachers, we lost sight of our selves. Professional development, then, is a way of regaining this perspective.

I realize that this way of conceiving of professional development can be accused of being, at best, overly introspective, at worst, self-indulgent. But I would disagree. As we say in *PPD:SaS*, for any kind of teacher professional development to be considered successful, one of the outcomes has to be more effective teaching and learning, however that is defined.

It is in the space between the three points of the Me, Myself and I triangle that our awareness and knowledge of what we do, how and why we do it like that (and not some other way) grows. This may well seem somewhat esoteric, but we can work in this space without sinking into the existential quicksand of French and German philosophy, and in ways that are practical and applicable in our everyday teaching lives.

To conclude, this approach to professional development is important because it shifts our focus from *How can I get better at what I do?*, which is a good question but one which only partially addresses the goal, to *How can I step back from myself and see my teaching selves as my students and other teachers might see them?*

One key result of this way of thinking is that the changes we are attempting to bring about may not – and do not have to – result in changes in what we do, but may be more about a changed understanding of what we do and why we do it that way.

***** *If you do, please send it to me, as I'd love to read it.*

KOTESOL Drama and Film Festival

Q: I've never participated in a drama fest but I'd like to. What do I do?
A: It's easy! Assemble a group of students and fill in the application form on our website (http://www.kotesol.org/taejon/daejeondrama.html) by April 30.

Q: How many students may I enter?
A: Twelve students maximum for middle school and younger, eight students maximum for high school and university-aged students. Film entries may have up to eight principle actors and actresses who are eligible for awards but may also include as many bit parts and extras as necessary.

Q: What kind of awards are there?
A: The awards, which are presented by our panel of judges, include both group awards and individual accolades like best actor, best actress, etc. You may also see humorous awards like best wolf, funniest walk, etc.

Q: How long should the drama be?
A: Fifteen minutes is the maximum.

Q: How can I participate in the film festival?
A: We expanded our drama fest to include films last year after observing that more and more teachers are using their video cameras in the classroom. Film entries should run about 15 minutes or less and do not need to digitally edited on the computer, although that option is certainly available as well. An article about how to make films (containing suggestions, not requirements) is available on our website.
More information is at http://www.kotesol.org/taejon/daejeondrama.html. Please contact Kevin Parent ksparent@yahoo.com for more specific information.

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

Save the Planet!

KOTESOL Special Interest Groups are discussing bringing into the classroom issues crossing national boundaries, like environmental awareness.

You might not think that environmental and social awareness were important investment principles for many. Perhaps 'green' investments don't provide good returns, and cynics would say that Socially Responsible Investment (SRI) is for those who wear their conscience on their sleeve. Wrong!

SRI is "based on environmental, social and ethical objectives, but also financial returns." Ethical investing started in Victorian British religious movements concerned with temperance and employment conditions. Some UK insurance companies were formed on this basis – Friends Provident being founded by Quakers in 1832.

SRI gained ground in the 1920's, when Methodists wanted investment portfolios avoiding companies in alcohol and gambling, followed by the Quakers who added arms manufacturing as unacceptable activities. Many churches now utilize ethical investment and manage billions of dollars in this fashion.

Thirty years ago, the first ethical mutual fund was offered to the public. Investments which did not benefit from war led to the 'Pax' World Fund, and in the 80's, apartheid fuelled demand for further ethical investment.

Today in the USA, US$2.34 Trillion resides in SRI portfolios. One in every eight dollars invested in the USA is managed with socially responsible principles.

What is SRI ?

SRI considers issues like social justice, economic development, environmental concerns and human rights.

SRI funds provide investors with two distinct returns:

1. Financial returns which match and/or exceed, conventional investments.
2. Social and environmental 'dividends' beyond short term financial returns.

Financial Planning

by Robert Williams

SRI has three categories:

**** Portfolio Screening*** – selecting stocks in mutual funds on ethical, social and environmental grounds. Most investors choose this route.

**** Shareholder Engagement*** – shareholders lobby corporations to modify their ethical, social and environmental behaviour with dialogue, and by tabling questions at AGMs.

**** Community Investing*** – supporting a particular cause with loans. This type of SRI often returns less in order to achieve a 'social return' and is only likely to interest the most philanthropic investor, but is an alternative to traditional forms of aid.

In short, SRI is an increasingly important global issue. If you have an interest in SRI, talk to Towry Law.

This section redacted

The Year for New Zealand

Pan Asia

edited by
David McMurray

Where in the world can our students discover an overseas encounter like this?

> Their faces were as a rule good-natured rather than beautiful, broad, bright-eyed, red-cheeked, with mouths apt to laughter, and to eating and drinking. Of old they spoke the languages of Men, after their own fashion, and had more skill in language and song. (p. 2 - 3)

By reading about the hobbits in the Middle-earth world of J.R.R. Tolkien's (1954) classic The Lord of the Rings. But in our threatened times of war and terrorism, where can our students actually travel abroad to study English in a peaceful land of northern moors and southern mountains? There is a real demand for a

> pleasant corner of the earth [far from] the world outside where dark things moved that made possible the long peace of the Shire. (ibid. p. 5)

New Zealand was chosen as the best site in the world to film the motion picture version of the book, and it has also become an idyllic location for study abroad programs.

Since 9/11, many high school and university administrators have postponed their short-term English study abroad programs to North American and European destinations. This year, pending war in Iraq and fears of North Korean nuclear armament have all but curtailed study abroad trips. A dozen or more Australian universities have been signing reciprocal exchange agreements with universities in Asia, and noticeably marketing their language programs at recent language conferences at JALT (Japan), ThailandTESOL, and ETA-ROC (Taiwan). Terrorist bombings in Bali, Indonesia, and Australia's increasing involvement in Iraq, however, may affect this business. In this, the year of the sheep (2003), however, New Zealand remains on the upswing.

The only trouble with the three-island country is that it is too small to accommodate demand during peak seasons. 75 percent of New Zealand's population of about 3.6 million, live on the North Island. South Island (where The Lord of the Rings was filmed) is heavily forested, and less than 1,000 inhabit Stuart Island. There are only 25 registered language schools in Auckland, the nation's largest city. Ranging in size from100 to 500, students they maintain student to teacher ratios of 10:1. Japanese students fill 30 percent of schools catering to overseas students, followed by Chinese, Koreans, and Singaporeans. Students resident in New Zealand learning English are from Hong Kong, Polynesia and Viet Nam, as well as other lands.

The 10-hour flight to Auckland from Seoul seems shorter than going to North America because the time difference is only 3 hours.

It appears New Zealand was simply in the right place at the right time. Universities there, however, have been methodically designing programs to attract students from Asia for over a decade.

The English spoken and written in New Zealand is standard English

The English spoken and written in New Zealand is standard English, and there is very little regional variation, as compared with Britain. The English varieties of the Southern Hemisphere (including Australia, South Africa and the Falklands) were transplanted two centuries ago from the south-east of England, where most emigrants to New Zealand came. Major pronunciation differences between New Zealand English and American English are the sounds for the frontally voiced vowels /a:/ rather than /ae/, as in *path*, and the /I:/ in *very*. The vowel sounds for *pull* and *pool*; *fellow* and *fallow*; *will* and *wool*; and *dairy* and *dearie* are often voiced identically. Corresponding to the grammatical preference among the British to formulate *at the weekend*; whereas the American prefers *on the weekend*, New Zealanders have coined *in the weekend*. A *wag student* is a truant. A *crib* is a cottage. A *Kiwi* is a New Zealander (a fruit, or a bird that can't fly).

International Pacific College (IPC) in Palmerston -population 70,000- has built itself a niche in the teaching of world Englishes. This innovative strategy means it now attracts top faculty and students.

Hassall (2001) first encountered the term English as an International Language (EIL) when he arrived in New Zealand in the early 1990s. When he was a senior lecturer at IPC, he says he coined the term TEIL to identify the teaching of language that is not identified to any particular culture or country. It is distinct from TEFL, TESL and TESOL. He helped to design curricula, methodology and teaching techniques for developing communication in English that involves more than non-native speaker to native speaker interaction.

IPC's TEIL is intended for an international student body of 450 students who enroll annually from ten countries across Asia. IPC also recruits its teaching faculty from Asia, some of whom maintain collaborative research ties with former colleagues, enabling them to evaluate students pre and post departure. Senior Lecturer Stribling checks on attitudes towards Japanese language usage in conversation class (with Burden, 2003). Keith Lane moved his family from Japan to take a position as lecturer at IPC. He felt so comfortable adjusting to the teaching situation that he immediately bought a home in the peaceful "Shire-like community."

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Stribling, P. and Burden, P. (2003). Attitude change towards mother tongue usage in conversation class. *The Language Teacher, 27*(1), 3-7.

Inspirational Teaching

Training Notes
edited by Douglas Margolis

by Douglas P. Margolis

Motivation is More Than Classroom Management

Many teachers regard motivation as a tool to get students to listen, to pay attention, to care about our teaching. Many of us may only care about motivation to reach that kid who sits in the back of the classroom and disrupts his peers with occasional cynical remarks, or that other student who always tends to have his head crushing a book as he peacefully snores at his desk. Understanding motivation might change the behaviors of these students, but teachers need to consider the effects of motivation not just to avoid problems, but because language learning is a long and tedious process that tends to discourage and ultimately defeat most people who undertake it.

Zoltan Dornyei (2001) writes that the vast majority of language learners endure a process of accepting different degrees of failure. Even if students cling to their dreams and push toward perfection, they face an arduous road. Patience is essential. Language learning demands the ability to endure frustration, humiliation, and confusion. For these reasons, even the best of students benefit from teachers' efforts to motivate.

Perhaps the most difficult and easiest way to motivate students is to remain silent.

Conceptualizing Motivation

Exactly how to motivate, however, depends on how we conceive "motivation." Behaviorists define motivation as the anticipation of reward or fear of punishment. For example, promising students a cookie or an 'A' in exchange for particular behavior. Dogs and rats often are effectively trained in this way, but unfortunately humans don't always abide by this model. Cognitivists suggest that humans are motivated by various needs and drives. For example, if a student missed lunch, by Maslow's hierarchy of needs theory, until hunger is dealt with, concentration on English will be limited. Bandura's self-efficacy theory provides another take on motivation. From the self-efficacy model, if a student believes that her or his actions have a bearing on the outcome of a task, then she or he will be more likely to expend effort. For example, students who receive 'A' grades often thank their teachers for it. By the self-efficacy model, however, teachers should emphasize that the 'A' is the result of the student's own efforts, not a gift from the teacher.

From Psychology to Our Classrooms

These perspectives don't exhaust the discussion on motivation theory, but they identify relevant concerns for instructional design, i.e. rewards, needs, and self-efficacy.

Teachers need not spend lots of money to bribe their students with candy, but giving and receiving rewards (including candy) is fun at every age. I teach adults. Last semester I gave out an award each class for impromptu speech: "Topic Master Champion of the day." Several students gave impromptu speeches, the class voted a champion, and the winner received a certificate produced with MS Word and regular photocopy paper. It took all of five minutes to make and cost me nothing. At first, I thought it trivial to the students, but one day I forgot the certificate and discovered their disappointment. Rewards motivate.

Regarding needs, students must feel safe in the classroom. When teachers know student names and histories, students feel more comfortable and more readily become engaged. So spend time in "real" conversations with students. Doing so also makes English less of an academic exercise. At the same time, however, be careful not to let one or two students dominate or be perceived as favorites, else other students may feel slighted.

One of the most important needs of students, though, is the need to feel that class is worthwhile. If the teacher looks or acts bored and disinterested, how can one expect students to become enthusiastic? Thus, the most important class preparation is to find a personal connection to the topic. Discover the love and exude enthusiasm.

Perhaps the most difficult and the easiest way to motivate students is to remain silent. Once discussions begin, and you're dying to express your point of view, don't. Even when students turn to you for advice and perspective, the more you turn it back to them, the more participation increases. Of course level and age differences affect how teachers must handle classes, but to the greatest extent possible, turning control over to students increases their engagement and self-investment.

One reason that teacher silence promotes student motivation is that student talk increases their experience of success in communicating in the foreign language. The more they succeed, the more their self-efficacy grows.

Another way that teachers motivate students is via our expectations. Expect the best from our students and they can succeed. Communicate these expectations to them. When students express negative expectations, challenge them.

The Author

Douglas Margolis teaches at the International Graduate School of English in Seoul and is an in-country Tutor for the University of Birmingham MATESL Program. He also coordinates KOTESOL Teacher Training and edits this column.

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Dornyei, Z. (2001). *Motivational strategies in the language classroom.* Cambridge: Cambridge University Press.

KOTESOL Ambassadors

A new service-oriented group is forming this year. This group of non-elected volunteers will work to encourage membership growth by introducing KOTESOL to those attending various gatherings of English teachers.

What are KOTESOL Ambassadors?

KOTESOL Ambassadors are volunteer KOTESOL members who are well informed and helpful to attendees of KOTESOL events or activities where KOTESOL is represented. They are people who can represent KOTESOL in a favorable light

What will a KOTESOL Ambassador do?

KOTESOL Ambassadors (KAs) are the face of KOTESOL. Their "big day" will be at the Internaational Conference, where they assist attendees. They also will appear at other events, promoting our organization without denigrating the role of other groups.

Every chapter will be asked for four volunteers to work as KAs, two Korean members and two native speakers. Duties and events can be rotated so no one is doing all the work for the chapter.

What are the responsibilities of a KOTESOL Ambassador?

For the International Conference:

Their responsibility will be to arrive an hour early on the morning of the conference and familiarize themselves with the conference site and schedule.

KAs need to know everything, from where the toilets are to the location of the main auditorium. KAs attend seminars and participate in the conference as well. Their presence is the message.

During the lunch break, an area in the cafeteria will be set aside for new members and KAs to eat and meet other members. KAs will share information about their local chapters. Here KAs make new members more welcome at the local chapter meetings.

The thrust of the program is to provide directions and insights into KOTESOL membership. After guests register, they may visit the KA table for any questions they might have; however, the main purpose of this table is so new members can meet someone from their chapter. New members will be given information about their local chapter, and the information will include a map to the local site, meeting times and dates, special events information such as regional conferences, drama festivals, SIG information, and how to become active in their local chapter. A list of officers, and at least one contact for the meeting, will also be provided in the local chapter information

At other events:

KAs will attend other events based on invitations from those groups. There will typically be a small display table for KOTESOL brochures, where KAs can answer questions. Furthermore, KAs may have the opportunity to approach individuals concerning their potential involvement in KOTESOL.

What are the qualifications of a KOTESOL ambassador?

A KA should have excellent communication skills. They should be outgoing, friendly, helpful, and able to handle stress under fire.

A KA should be actively involved in their local chapter. They should be customer service-oriented, and able to not take criticism personally.

They should be committed to one year of service.

They should be willing to represent KOTESOL outside of the regular meetings, wherever there is a high number of non-KOTESOL members represented.

The KA should present a professional appearance.

A KA should be well-informed about KOTESOL. If they are actively involved in their local chapter, this should not be a problem.

For More Information

If you are interested in working in this minimal-commitment position, please contact Tammy V. Fisher-Heldenbrand by email at <tvmicah@yahoo.com> or by telephone at 063-225-2378.

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?

The Right Stuff

Young Learners

by Jake Kimball

The Right Stuff. Originally that was the title of a Tom Wolf book. You may have even watched the movie Apollo 13 starring Tom Hanks. But today's column is about using the right stuff in a young learner class. More to the point, it is about choosing and using developmentally appropriate materials that promote second language acquisition.

Teachers often ask why some students go through a whole textbook series and apparently learn very little. It is a complex question, but based on my experience I can say that the most common culprits are choice of materials and lack of repetition.

Children, and adults for that matter, often have not learned what they were taught because it generally takes more than one exposure to internalize language. Making progress through a textbook is important but rushing through provides few opportunities for recycling and extension. Our daily teaching routines may cause us to forget that the learning process is accumulative and lengthy.

Recycling and extending are essential components of the learning process. These processes entail constant review and graded input. At least once or twice a week I spend time reviewing previous chapters by redoing exercises or including previous content in vocabulary and grammar games. As time goes by I also increase the difficulty of task topics and my discourse. It is my belief that increased teacher talk time for beginners is beneficial. Learners need exposure to speech that serves as a scaffold. Through scaffolding, children acquire language and interaction patterns. I also participate in tasks so that students see and hear how to do activities. My participation affords me the opportunity to build a rapport with students and make informal evaluations of student progress. As learners improve, I reduce modeling and teacher talk time and emphasize learner autonomy.

Take, for example, the word "igloo." How would you teach this word in increasing complexity? Show a picture? Memorize the spelling? That is a good start but much more is needed to actually learn the word. Options are limitless. Creative teachers can draw on their knowledge of task-based learning or content-based instruction to expand lessons, thereby making them more interesting and memorable. In teaching to students' multiple intelligences, one could bring a tray of ice cubes to class and try to build an igloo and watch it melt. A large number of useful words can be taught using charts and mind maps. Believe it or not, most 9 and 10 year olds have little difficulty with the concepts of classifying nouns, verbs, and adjectives.

Over-estimating children's proficiency is also common in Korea. Studying difficult material may be a commendable attitude but it is not prudent if input is incomprehensible to the point where intake is unachievable. One possible reason is that many people mistakenly believe that children are like sponges, that they soak up information (including languages) like a sponge in water. That is a myth. If it were true, more children would be proficient in English. At the very least they would be making noticeable progress.

Encountering even 2-3 unknown words per 100 words of text hindered student progress

Recent research (see below) on effective elementary education done in US schools is worth mentioning. Studies comparing the differences between high and low achieving students found students excelled when given texts easy enough to promote fluency and accuracy. Encountering even 2-3 unknown words per 100 words of text hindered student progress. Sometimes we teach best by simply through language practice, without introducing new language aspects.

In the last YL column I wrote about using literature in class. I mentioned that graded readers are books that are specially written for ESL or EFL students. That article was written for use with adolescents. With younger learners I would caution against using a steady diet of graded readers because they are too simplistic.

Most teachers know of research describing learners as they go through stages of acquisition. Many course books base their syllabus on developmental sequences. I used graded readers based on that theory. I now question this strategy.

Last year I started collecting data on storybook narratives. The stories all used the present or present continuous tense, probably because it is a very convenient means of teaching through Total Physical Response. My students did not fair well on the retelling tasks and they were bored by the contrived stories. When I switched to authentic English children's storybooks, students became more enthusiastic about lessons. The visuals alone were powerful and entertaining. Later, students were more successful at retelling stories. Although the language in the stories did not follow acquisition stages, many students went through acquisition stages faster. Regarding this project, I am not ready to make conclusions about cause and effect. However, my initial finding is that students profit from exposure to a variety of discourse patterns.

With that being said, there is absolutely nothing better than to see and hear young students improving their English. If you have students who are not making progress, be sure they are using the right stuff.

For a comprehensive overview of current research in elementary education in American classrooms, read Richard Arlington's article The Six Ts of effective Elementary Literacy Instruction, available at http://www.readingrockets.org/article.php?ID=413

Language Institute of Japan Scholarship Again Available!

The 2003 LIOJ Summer Workshop will be held August 3 to 8 in Odawara, Japan. The Language Institute of Japan Summer Workshops are perhaps Asia's most recognized Language Teacher Training program. This is a premier week-long training seminar, where teacher-trainers from throughout Asia and the world present current methodologies in language teaching at both introductory and advanced levels. We would like all KOTESOL members to consider attending this high-powered teacher development program. Over 4,000 teachers have attended LIOJ Workshops in the past 31 years!

Each year since 1969 many well-known teacher trainers in the fields of language teaching and intercultural communication have been LIOJ International Summer Workshop for Teachers of English guests. The Summer Workshops have hosted guests and scholars from Cambodia, China, Indonesia, Korea, Laos, the Philippines, Singapore, Thailand and Vietnam. Morning classes run three hours a day for the duration of the Workshop. Prior to the Workshop, participants select a class to join, and continue with that class throughout the week. The morning classes are always popular for a number of reasons, one of which is that they give the participants the opportunity to share some of their own expertise with their peers.

Internationally renowned guests in recent years have included:
J.D. Brown, Kip Cates, Colin Granger, Kathleen Graves, Brenda Harris, Marc Helgesen, S. Kathleen Kitao, Kenji Kitao, Kaoru Kobayashi, Alan Maley, Yoko Matsuka, Tim Murphey, Sen Nishiyama, David Paul, Michael Rost, Susan Stempleski, Peter Watcyn-Jones, and Boyce Watkins.

Workshop participants are able to choose from a variety of presentations each afternoon and evening. The presentations cover a wide range of both practical and theoretical EFL-related topics, as well as topics related to international education.

In addition to the professional development activities, we have some fun in the Workshop. Besides the opening and closing night parties and an evening out in the town of Odawara, in the middle of the week LIOJ hosts "International Night," which is always very popular. Participants spend the evening exploring displays from different countries around the world and watching cultural performances.

For more information on the Workshop,

check their website for info on last year's event at
www.geocities.com/Athens/Delphi/4091/workshop.html
or contact them at (email) <lioj@basil.ocn.ne.jp>
or (Tel) +81-465-23-1677 (Fax) +81-465-23-1688

or mail to
LIOJ Asia Center Odawara
4-14-1 Shiroyama
Odawara, Kanagawa 250-0045 JAPAN

KOTESOL-LIOJ Scholarship Details

As we have for the past five years, KOTESOL has a scholarship available for a practicing primary/secondary school teacher to attend this pre-eminent program. The Scholarship winner will deliver two presentations at the Workshop:

a) a teacher-training workshop on a theme of interest to secondary school teachers of English,
b) a presentation on a theme related to English education in Korea;

as well as

c) prepare a simple table exhibiting "Korean culture," and
d) prepare a brief demonstration of an aspect of Korean culture.

The Scholarship will

a) reimburse round-trip airfare from Korea to Japan,
b) reimburse round-trip ground transportation expenses from Narita (Tokyo) airport to LIOJ,
c) waive tuition for the Workshop, and
d) provide room and meals for the teacher participant for the duration of the Workshop.

If you are interested, please ask your KOTESOL Chapter President to nominate you by April 13, 2003. You must be currently employed in a Korean secondary school, and a member of KOTESOL to qualify.

We require your CV (resume) and a short statement (250 words maximum, in English) on "How I will share this training to benefit English language teaching in Korea."

Email your CV and statement to KOTESOL@Chollian.net

Thee, *Thy*, *Thine* - Where Art *Thou*?

Word Whys

by David Shaffer

In Shakespeare's (1564-1616) *Romeo and Juliet,* Juliet asks, "Romeo, Romeo, wherefore art *thou*, Romeo?" In Exodus 17:5 of the King James Version (1611) of the Bible, it is written: And the Lord said unto Moses, "Go on before the people, and take with *thee* of the elders of Israel; and *thy* rod, wherewith *thou* smotest the river, take in *thine* hand, and go." And the Quaker U.S. statesman Benjamin Franklin (1706-1790) once said, "Dost *thou* love life? Then do not squander time, for that is the stuff life is made of."

Thou, *thee*, *thy*, and *thine* - have you ever wondered what happened to these words once commonly used in English to mean *you* (as subject), *you* (as object), *your*, and *yours*? By 1650, *thou* and its related forms had almost completely disappeared from English speech, to be found today only in the archives of centuries-old writings, with the exception of some dialects of England and the speech of some Quakers.

You made its appearance in English sometime before 1100 as a second-person, plural form. In the 13th century, it began to be used as a respectful singular form of *thou*. This gave English a *thou - you* dyad as was common in the nearby European languages (cf. French: *tu - vous*, Spanish: *tu - usted*, Italian: *tu - lei*, German: *du - sie*). Indeed, the emergence of *you* was likely very much influenced by French in usage, pronunciation, and spelling (i.e., *ou*). However, with the exception of relationships of intimacy, *you* quickly became established as the most common way to address not only a superior, but an equal, as well. By the 16th century, *thou* had almost completely disappeared from upper-class speech, except for addressing inferiors. Wishing to emulate the upper class, the middle class quickly adopted the use of *you*, also reserving *thou* for obvious inferiors.

Thou tarried quite a spell longer among the working class, especially in rural areas, and still survives today in some dialects of rural northern England. As *you* became prevalent, *thou* began to take on a pejorative sense, so much so that Quakers, who for religious reasons insisted on using *thou* for everyone, were physically abused. On the other hand, *Thou* has taken on a very, very restricted and very, very formal usage among many present-day Christians and Jews; it is used exclusively to address the Deity, i.e., God.

The question remains: Why did English lose the *thou - you* tandem while at the same time a comparable system was being cemented in other languages such as French, Spanish, and German? The most generally cited reason is that in comparison to the rest of Europe, England was at that time characterized by early urbanization and a fluid and prosperous middle class in which upward mobility was readily possible. Along with this blurring of class lines came the desire not to offend, which could be ensured by using *you*. Also, there is the systemic argument that the use of *you* was more simplistic in that *thou* demanded the use of an additional inflection on the associated verb (*thou goeth*) while *you* did not (*you go*).

Hast thou any questions about English words or phrases that thou wouldst like answered? Send them to <disin@chosun.ac.kr>

Been to a Chapter Meeting Recently?

Suwon-Kyonggi
Meetings: *First* Saturday of the month
Suwon University

Gangwon
Meetings: *First* Saturday of the month
Halymn University
Kangnung Univeristy

Seoul
Meetings: *Third* Saturday of the month
Sook Myung University

Busan-Gyeongnam
Meetings: *Last* Saturday of the month
ESS Language Institute

Daegu-Gyeongbuk
Meetings: *First* Saturday of the month
Kyongbuk National University

Jeolla
Meetings: *Second* Saturday of the month
Jeonju University
Jeonnam Girl's High School

Daejeon-Chungnam
Meetings: *Fourth* Saturday of the month
Woosong Language Institute

Cheongju
Meetings: *Last* Saturday of the month
Chongju University

KOTESOL 2002 Financial Report

Opening Balance

Balance as of January 1, 2002	**52,714,616**

Income	**Budgeted**	**ACTUAL**
Dues: Individual Memberships	14,000,000	26,034,203
Dues: Associate Members	23,600,000	44,928,272
Advertising (TEC, Journal, Proceedings)	1,000,000	100,000
Misc. (Interest, Pin Sales, etc.)	0	1,255,960
Conference NET revenues (memberships excluded)	1,000,000	– 4,657,048
Conference advance reimbursement	11,000,000	11,000,000
Total Income	**50,600,000**	**78,661,387**

Expenses

Chapter Dues Shares (Half of Individual Dues)	7,000,000	7,356,667
Special Grants (Chapters, startups)	1,000,000	178,860
Officers' Discretionary Funds Allocations		
President	300,000	0
1st Vice President	150,000	100,000
2nd Vice President	150,000	150,000
Secretary	100,000	50,000
Treasurer	100,000	0
Conference Committee Chairs (2)	300,000	235,800
Elections & Nominations Committee Chair	75,000	154,000
Subtotal	**1,175,000**	**689,800**

Some KOTESOL Membership Statistics

(Calculations based on Jan. 1, 2003 records)

Paid up Memberships: 576 (as of March 1 there are over 600 current members!)

Korean members: 45.8% (based on inclusion of a Korean given name in the membership database)

Employment:

College/Univ	48.1%
Academy	13.7%
High School	7.3%
Middle School	7.3%
Elem. School	1.4%
Other/Unlisted	22.2%

Chapters:

Seoul	31.2%
Daegu-Gyeongbuk	14.6%
Suwon-Gyeonggi	10.8%
Jeolla	10.6%
Gangwon	8.5%
Daejeon-Chungnam	8.5%
Busan-Gyeongbuk	6.9%
Cheongju	4.2%
International	2.3%
Jeju area/No listing	2.4%

Department Allocations		
National Program Committee	2,700,000	302,650
Technology Committee (Discretionary)	75,000	0
Technology Comm. Training Program	1,000,000	0
Research Committee	1,275,000	500,000
Publications Committee	14,550,000	10,141,570
Domestic Relations Committee	400,000	0
International Affairs Committee	4,100,000	1,100,000
Membership Committee	300,000	367,000
AM Liaison (Discretionary)	250,000	228,955
Membership Data Service	100,000	121,500
Regional Conferences Support	1,000,000	200,000
Subtotal	**25,750,000**	**12,961,675**
Executive Council Meetings Travel (3)	1,500,000	1,028,000
Executive Council Meetings F & B	500,000	143,100
Leadership Retreat (2002.12)	3,500,000	1,973,655
Chapter Leaders' Roundtable	1,600,000	701,700
Elected Officers' Domestic Travel	600,000	134,400
Office matters (stationery, printing, etc.)	500,000	648,050
Brochures	500,000	150,000
Equipment Purchases (through TechComm)	1,000,000	0
KOTESOL Conference: Advance	11,000,000	11,000,000
Total Expenses	**55,625,000**	**37,065,907**
Gain / (Loss)	**(-5,025,000)**	**41,595,480**
Closing Balance	**61,975,000**	**94,310,096**

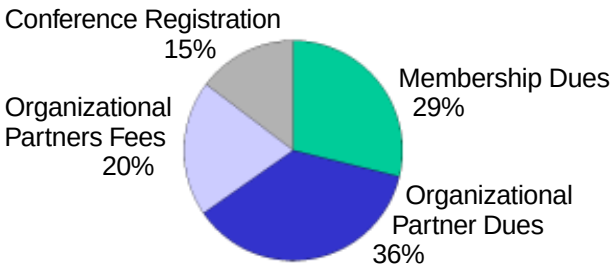
Note: All revenue and expensesare reported on a cash basis; i.e., they are reported when received or paid.

Auditors' Statement

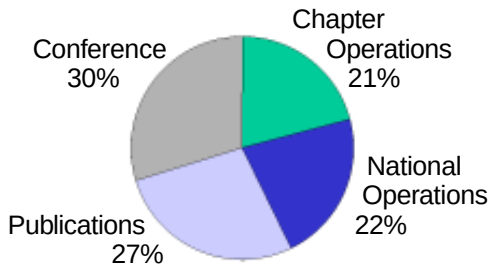
The accounts as stated above fairly reflect the actual position of Korea TESOL during the period defined.

February 10, 2003 *Roxanne Silvaniuk, Craig Robertson,* auditors.

1. Where does KOTESOL money come from?



2. Where does KOTESOL money go?



Activating a SIG: Teaching English to Deaf Students (TEDS)

by Marilyn Plumlee

In the U.S., American Sign Language is recognized as the 'natural' language of Deaf [1] people, but since spoken and written English is the language of general communication in the broader community, acquiring a good command of written English is of crucial importance for Deaf students in all English-speaking countries. Because the acquisition of English by Deaf students in English-speaking countries is in many ways analogous to the learning of English by speakers of other languages, TEDS is an important TESOL Special Interest Group. The TEDS section sponsors its own series of papers, invited colloquia and social gatherings at the TESOL conferences held in the U.S.

In Korea, the TEDS section has never been active. Over the past year, however, I have become interested in seeing if TESOL members might be able to make positive contributions to the efforts of d/Deaf students to learn English after becoming acquainted with several leaders of the Korean National Association of Deaf University Students and after learning about the issues they face. Three important issues related to d/Deaf students' learning of English can be highlighted:

1. Demand for English. English is in *extremely* high demand among Korean d/Deaf students, for all the same reasons that English is valued by hearing students in Korea, including a knowledge of English as an essential qualification in many professions. In addition, there are a number of d/Deaf students who hope to go to graduate school. For many of these students, the destination of choice is Gallaudet University in Washington, D.C., the only university in the world where all classes are taught in sign language. A knowledge of advanced, academic register English in order to pass TOEFL and GRE exams to qualify for admission to Gallaudet or any other university in English-speaking countries is crucial.

2. Accessibility. Deaf students have difficulty obtaining access to adequate English instruction due to insufficient availability of sign language interpreters and classroom notetakers who can follow the class material. There are very few certified sign language interpreters in Korea qualified to handle university level academic material and fewer still who can interpret in English classes. Since institutional support such as funding for interpreting services or providing a pool of interpreters is the exception rather than the rule, d/Deaf university students must rely on their own resources to find ad hoc solutions to their accessibility problems. Furthermore, many universities with English entrance or graduation requirements have no provision for alternatives to listening/speaking examinations.

Not only are deaf students handicapped by the lack of accessibility to university classes, but the parallel educational institutions (i.e., the language hak-won), where they might be able to obtain supplementary instruction as do their hearing peers, are also not accessible and are intolerant of special-needs cases.

3. Demand for American Sign Language. Knowledge of American Sign Language (ASL) is in extremely high demand among Korean d/Deaf students. Just as English has become the international *lingua franca*, ASL is becoming the *lingua franca* for international Deaf encounters in a wide range of activities, ranging from sports encounters to tourism to academic pursuits. American Sign Language is typologically unrelated to English, but because their respective speech communities are in close contact and because of the pervasiveness of spoken and written English in the daily lives of ASL signers, ASL has acquired many fingerspelled lexical borrowings from English. To become fluent in ASL and to interact with other ASL users worldwide, therefore, even signers without plans for advanced graduate level studies need a command of basic English vocabulary.

Given the factors sketched above, all of which indicate a growing demand in Korea for adequate instruction in English as a Foreign Language for d/Deaf students, I would like to see a Korean section of TEDS come to life. The activities of a TEDS SIG might take a variety of forms, among which are the following:

* provide supplementary English language classes or TOEFL preparation classes for university students taught in American or Korean Sign Language,

* collaborate with d/Deaf student leaders to make advocacy presentations on educational accessibility for deaf and hard-of-hearing students with appropriate Korean education authorities or at schools where deaf students are enrolled,

* develop models of classroom language teaching which offer accessibility to deaf and hard-of-hearing students mainstreamed into regular language classes,

* disseminate knowledge about accessible language teaching models through workshops/presentations to language teachers across Korea,

* conduct English language and/or linguistics workshops as a component of professional development workshops for Korean sign language interpreters,

* encourage research and disseminate findings on deaf students' acquisition of English/other foreign languages.

Anyone who has an interest in these issues, please contact me at mariplumling@hotmail.com. I will try to organize either on-line or off-line discussion sessions among interested persons. At the Fall conference, I hope to organize a discussion session where English teachers and Korean Deaf student leaders can meet face-to-face to brainstorm potential areas of collaboration. I also hope to have at least one paper presentation or colloquium session related to issues in teaching English to d/Deaf students.

Endnotes:

1. It has become customary to use the term 'Deaf' (with a capital 'D') to refer to deaf people who identify themselves culturally as members of the Deaf community, regardless of audiological measurements of degree of hearing loss. It has also been customary to use that designation when referring to d/Deaf individuals in other countries. Here, then, the term 'deaf' refers to audiological status, while 'Deaf' refers to persons who identify culturally and linguistically with Deaf community values and who use Korean Sign Language as their primary mode of communication.

continued from page 8

Finch, A. E. (1999). The task-based classroom in practice. *Solmae Review on Language and Literature, 11*, 179-198.

Nation, P. (1990). A system of tasks for language learning. In S. Arivan (Ed.), *Language Teaching Methodology for the Nineties*. Singapore: SEAMEO Regional Language Centre, pp. 31-50.

Skehan, P. (1996). A framework for the implementation of task based instruction. *Applied Linguistics, 17*, 38-62.

Skehan, P. & P. Foster (1997). The influence of planning and post-task activities on accuracy and complexity in task-based learning. *Language Teaching Research 1*(3).

Willis, J. (1996). *A framework for task-based learning*. London: Longman.

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 4 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 600-1200 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: "Teachniques" (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 400-800 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 in the East Asian setting.

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.

What's Up in KOTESOL

edited by Michael Duffy

DAEGU-GYEONGBUK

by Julie Stockton

On January 4th, we had a great discussion about language and cross-cultural issues. Understanding culture is a lot like peeling an onion: the more we learn, the more we realize how little we know. I guess that's why cross-cultural issues are always a popular topic.

Prof. Chae Joon-kee orchestrated a very nice discussion about universality in language and some of the things that many of us expect to be universal that really aren't. For example, all languages generally have subject-verb relation and consonants and vowels. However, gestures that we often believe universal, may not be. For example, whatever else you do in your classroom, it is generally not acceptable to point at someone.

We also discussed student-teacher expectations. While the trend in education is toward communicative grammar, younger students expect and need to learn prescriptive grammar in order to pass entrance tests. On the other hand, university students often want to experience communicative language instruction. This is the kind of information that should better inform your needs assessment practice, which is the practical kind of stuff that we hope everyone gets from KOTESOL.

After our presentation and discussion, we went out for our bi-annual social night. It's always fun to get together and eat kalbi and relax and talk. A sense of community, great presentations, shared knowledge and experience are what make our chapter meetings meaningful. We also have a great book table. Stop by and see us on the first Saturday of any month at Kyoungbuk National University. Check us out at http://www.kotesol.org/taegu/

GANGWON

by Ryan Cassidy

The winter vacation is coming to a close. Students and teachers are busy readying themselves for the coming school year as is Gangwon KOTESOL.

Our first meeting of the new school year was held at Hallym University in Chuncheon on March 8th and addressed a topic that every EFL teacher in Korea, Korean and native-speaking alike, must deal with at some time; cross-cultural understanding.

In April, our meeting will be held in Sokcho. The exact location and time are yet to be decided but Peter Nelson's presentation on "Stress, Rhythm and Intonation" is certainly not to be missed.

Check the Gangwon website for information about coming meetings including directions to meeting locations.

YOUNG LEARNERS SIG

by Jake Kimball

So far we've had some interesting discussions. The first and most interesting was a response to a local research project that appeared in local English newspapers. The article briefly mentioned a month long study comparing the learning rates of 4 to 7 year olds. The report concluded that teaching YLs under 7 years of age is ineffective and inefficient. Needless to say, the study created a passionate stir among some members. The limited information provided contradicted second language acquisition studies to date. However, the parameters of the research project seemed flawed; what's worse, the article indicated that the results of the project would be used to influence Ministry of Education policy.

As you may have seen in the past few TEC issues there has been a new TYL column. I would like to thank Mrs. Suh, Gong-ju for volunteering to assist in writing future columns. She is an active member in Daegu and her perspective on the current state of YL teaching is more than welcome.

Speaking of volunteering, it's not too late to make a contribution of your own. The YL SIG will be taking part in a new SIG Newsletter project. Any member who is interested in contributing brief articles, teaching tips, Q/A, book reviews, editorials, etc. should contact the YL SIG as soon as possible. Also, the KOTESOL Ambassador Committee will soon begin recruiting chapter ambassadors. We hope a few young learner teachers will step up to meet the challenge.

TEACHER EDUCATION AND DEVELOPMENT SIG

by Kevin Landry

Our group is doing fine. The Facilitator is still K. L. Landry and although a lot of members were probably jet setting around the world, the on line community has still been quite active. I'd like to share some of the discussions we have been having online with the readers of the TEC.

Speaking in complete sentences: this is a topic that always bothers me... These are the Ss who are really trying to avoid speaking by using yes, no, or OK. But most language is used for interactional purposes. I don't know about anyone else, but I can't remember the last time I spoke in one or two word exchanges (aside from buying things or telling time). Jake Kimball

I don't use translation, and I don't allow my learners to use their mother tongue during lessons. – Ooh, tough issue! When I moved to a university I tried bringing the English only policy with me, but I found that I couldn't enforce it. So I switched tactics. I used competitive games in which teams would lose points for speaking languages other than

continued on page 27

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 opporunities 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 ongoing 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.

Calendar

compiled by
Louie L. Dragut

CONFERENCES

Apr 9-11 '03 "Research in ELT" An International Conference, Bangkok, Thailand. Plenary Speakers: Michael Hooey, Nina Spada, Julian Edge, Anne Burns, Martha Clark Cummings, Samang Hirunburana. Contact: Richard Watson Todd (Email) irictodd@kmutt.ac.th (Web) http://arts.kmutt.ac.th/research_in_elt

April 23-26 '03 IATEFL Conference. Plenary sessions by David Crystal, Kathleen Bailey, Philida Schellekens, Ron Carter & Mike McCarthy. Brighton, England. (Web) http://www.iatefl.org

May 10 '03 "Bridges to the Future: Integrating EFL Skills Pan-Korea English Teaching Association (KETA, formerly YETA) Spring Conference. Changwon University (in Gyeongnam Province). For more info, (Web) http:// www.yetahome.com

May 14-16 '03 "IT Culture and Language Education" Asia CALL International Conference, Bangkok, Thailand. Contact Larry Chong (Email) chongld@gyeongju.ac.kr (Web) http://www.asiacall.org

May 17-18 '03 20th International Conference on English Teaching and Learning, Shalu, Taiwan. Contact: Yu-Fang Chang (Email) yfchang2@pu.edu.tw (Web) http://www.pu.edu.tw/~eng

May 18-20 '03 7th MELTA Biennial International Conference "English language Education Transcending Boundaries", Subang Jaya, Selangor. (Email) melta@tm.net.my

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 24-26 '03 International Conference on Fostering Partnership in Language Teaching and Learning, Hong Kong. Contact: (Email) <lcconf03@ust.hk> (Web) http://lc.ust.hk/~centre/conf2003

Jun 25-26 '03 "2003 KASELL International Conference" The Korean Association for the Study of English Language and Linguistics, Seoul, Korea. Contact: Prof. Hyun Sook Kim (Tel/Fax) 82-(0)2-461-9827 (Web) http://society.kordic.re.kr/~kasell

Jun 26-28 '03 "English Language Policy and Curriculum" KATE International Conference. Daejeon. For more info, (Web) http:// www.kate.or.kr

Jul 5-7 '03 5th Annual Conference of the Japanese Society for Language Sciences, Kobe, Japan. Contact: Takashi Torigoe (Email) torigoe@edu.hyogo-u.ac.jp (Web) http://cow.lang.nagoya-u.ac.jp/jsls/2003/index-e.html

Jul 10-12 '03 "Babble, Babel & Beyond" AFMLTA 2003, Brisbane, Australia. Contact: (Email) <conference2003@afmlta.asn.au> (Web) http://www.afmlta.asn.au

Jul 18-19 '03 "Foreign Language Policy in Asia" KAFLE Summer Conference. Seoul National University. For more info, (Web) http://www.kafle.org

Aug 6-8 '03 Second International Conference on Speech, Writing and Context, Osaka, Japan. Contact: Hiromi Murakami, Kansai Gaidai University, (Email) <hiromim@kansaigaidai.ac.jp> (Web) http://www.kansaigaidai.ac.jp/teachers/toyota/ICSWC2.htm

Aug 14-19 '03 TEFL Practice and Reform in China Second International Annual IATEFL-China Conference. Tonghua, Jilin. Contact MsafiriSinkala (Email) tefl@tefl-china.net

Aug 21-24 '03 Generative Linguistics in the Old World (GLOW) in Asia, Seoul, Korea. Contact: (Web) http://glow.uvt.nl/conf.htm

Sept 20 '03 "Making the Transition: Moving from the Classroom to the Real World" KETA Fall International Conference. Featuring Dr. Stephen Krashen. Dongseo University, Busan. For more info, (Web) http:// www.yetahome.com

Sept 20 '03 JALT Conference "Peace as a Global Language". (Web) http//www.eltcalendar.com/PGL2003

Oct 18-19 '03 "Gateways to Growth: Exploring ELT Resources" The 11th Korea TESOL International Conference. Seoul. For more info, see the Call for Papers in this issue, or visit the KOTESOL website at http://www.kotesol.org

November 7-9 '03 "Curriculum Reform in ELT" English Teachers' Association of the Republic of China's Twelfth International Symposium and Book Fair on English Teaching. Taipei, Taiwan. Main Topic Areas: Primary School English and the Nine-year Curriculum, Classroom Methods and Practices, Teacher Training, Literature, Materials, Multimedia, and Technology, English for Specific Purposes, Bilingual Education, Multicultural Education, Communicative English Teaching. Contact Professor Leung, Yiu-nam, (Email) etaroc2002@yahoo.com.tw, (Web) http://www.eta.org.tw

Nov 21-23 '03 "Keeping Current in Language Education" JALT 29th National Conference. Shizuoka, Japan. Information: Alan Mackenzie (Email) asm@typhoon.co.jp or (Web) http://www.jalt.org

Dec 17-19 '03 "ELT in a Globalized World: Innovations and Applications" Chulalongkorn University. Bangkok, Thailand. Contact: Kanwipa Ridhiprasart (Email) kanwipa.r@chula.ac.th (Web) http://www.culi.chula.ac.th/culiright.html

Mar 29-Apr 3 '04 Annual TESOLConference, Long Beach, California. Info (Web) http://www.tesol.org

Apr 13-17 '04 38th Annual International IATEFL Conference, Bournmouth, England.

Jun 24-27 '04 PAC5, Vladivostok. Contact: Stephen Ryan (Email) ryanyama@hcc5.bai.ne.jp or information at (Web) http//www.dvgu.ru/rus/partner/education/feelta/pac5/

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

Deadline Unknown Sept 20 '03 "Making the Transition: Moving from the Classroom to the Real World" KETA Fall International Conference. Featuring Dr. Stephen Krashen. Dongseo University, Busan. For more info, (Web) http://www.yetahome.com, contact Maeran Park (Email) mrpark@pknu.ac.kr. (O) 051-620-6687.

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*

Mar 22•0 '03 May 14-16 '03 Asia CALL 2003. Bangkok, Thailand. Contact Larry Chong (Email) chongld@gyeongju.ac.kr (Web) <http://www.asiacall.org>

May 31 '03 Dec 17-19 '03 "ELT in a Globalized World: Innovations and Applications" Chulalongkorn University. Bangkok, Thailand. Contact: Kanwipa Ridhiprasart (Email) kanwipa.r@chula.ac.th (Web) http://www.culi.chula.ac.th/culiright.html

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.

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>

continued from page 20.

English. (Student policing works a lot better than teacher policing.) —Heidi VandeVoort

After reading Lyster and Ranta, I started using more elicitation and less recasting to correct errors. I have found (as the study suggested I might) that elicitation, clarification requests, and metalinguistic feedback are likely to help students toward the correct form. —James Trotta

I am often disappointed when I meet teachers who feel that their school should either give them time off or extra pay for going to seminars etc. I do it for me, not for my school .—Lara Hamilton

This is a very good question: "How do we encourage teachers who don't want to develop?" The question is complex and the solution is almost impossible. All depends on the teacher's own agenda, ambition, desire to succeed, and enthusiasm for improvement and change. There is almost nothing that the school can do to "make teachers do things that they do not consider important". I agree with the statement: "I do it not for the school, only for myself".—Angela Schinas

Through a number of discussions on "action research" I have called much of what this chapter discusses "classroom investigations," reserving the terms "research" and "action research" for things that more closely resemble traditional research forms – reading related literature, planning, implementing, and evaluating a course of action, and writing up results for some forum – including a teachers' newsletter or a conference presentation (without publication). Having said that, the idea of critical assessment of classroom performance is indeed worth discussing. —Robert J. Dickey

Hi, members, I've been in Kotesol TEDSIG for a month. Mails on various topics have been a great source for me. —yeonsung park

KTT

by Douglas Margolis

As school restarts and we begin to form our semester routines, consider adding KOTESOL Teacher Training to your to do list. We offer you the opportunity to gain teacher training experience, presentation skills, and a network of teacher trainers with a wide variety of experience and skills.

This year, KTT is focusing on preparing pre-conference workshops for the Friday afternoon before the International Conference this fall. Those interested in seeing KTT in action should start planning to get their Friday afternoon free. Also, anyone interested in joining our training team should plan to attend the workshops to meet other KTT presenters.

I know that's still a long way off, but time keeps flying. During the spring semester, you can catch KTT presentations at regional conference events and chapter meetings. For example, last February, two KTT presenters (Gerry Lassche and myself) gave presentations at the Seoul Chapter meeting. If you want a presentation for your chapter, send an email to me (dpm123@teacher.com). You can pick from our current trainers and training topics at the KTT website (www.kotesol.org/ktt). With a little advance notice, most of our presenters are happy to oblige.

As always, anyone interested in teacher training, development of teaching materials, and teacher training experience should join our team to get all three and lots more. With your energy and ideas KTT can go a long way to helping to advance the teaching and learning of English in Korea. If you are interested, send an email to dpm123@teacher.com or check out our web site (www.kotesol.org/ktt) for more information. I look forward to hearing from you.

Have a "Special Interest" in English Teaching? Special Interest Groups (SIGs) allow you to focus on your particular interest area with concerned others. Haven't found the SIG you need? Start a SIG. We can help you find the "others."

Contact Paul Mead for more info (see page 28).

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Dr. Robert J. Dickey, 2001-2002

ThaiTESOL 2003 Conference Report

by Robert Dickey

Over 1,100 attendees enjoyed posh surroundings during the 2003 ThaiTESOL conference at the Imperial Queen's Park Hotel in Bangkok, January 23–25 (Thursay–Saturday). The conference lived up to the Thais' great reputation as hosts – graciousness and warmth are just the starting point. The theme "Culture, Content, and Competency" was broad enough to include most all interests, yet focussed enough to point presentations towards a few standard aims.

The list of featured/plenary speakers was long and illustrious, inlcuding Donald Freeman, Simon Greenall, Tom Hutchinson, Denise Murray, Andrew Littlejohn, Anne Burns, Jimmie Hill, Richard R. Day, Beverly Derewianka, Jill Burton, Sue Kay, and Joan Saslow. Nearly all these did at least one workshop or paper session in addition to their featured session.

Actually, there are two program books. ThaiTESOL publishes "mini-articles" (or extended abstracts) of around 1,000-1,500 words in a second book, both included in each conference bag. This is a nice little addition, if one has time, one can read a more complete discussion of what is coming (or what one has missed) and see listings of references discussed in the presentations. These are not "workshop handouts," there are very few graphics or forms pages.

The conference was filled with teachers of all types – university and language school teachers, primary and secondary teachers, future teachers (univ students) and publishers' staff. Yes, publishers' staff were encouraged to attend sessions, to improve their knowledge of the state of the craft (and industry, by watching competitor's sessions). Those pre-registering in local currency paid 1/3 less than those registering from abroad – members paid US$10 less than non-members (in Baht or $), and member pre-registration was 2,100Baht (roughly US$48) while those paying in dollars was $80. Certainly not all of that reflects banking fees, there is obviously a "local discount" at work here. And interestingly, presenters and students paid the same pre-registration fee — $70 (without reference to membership). Also important for many of us from overseas, credit cards were accepted for pre-registration (but I think not onsite).

Thai attendees are rather more vocal than Korean, far more likely to ask questions at question times, and even willing to interrupt

As is common in Southeast Asia, things started early, with Thursday's opening session at 9am and Friday's and Saturday's first sessions (parallel) beginning at 8:30. Also, there were coffee breaks (hotel coffee, and pastries of some sort) roughly every two hours. There were as many as 18 sessions in parallel – and there were five Featured Sessions head-to-head in the two featured timeslots, along with three Plenaries. With over 1,000 attendees and 22 hours of sessions, there was lots of action.

There were 177 sessions listed in the speaker's contacts section of the program book. This perhaps doesn't completely report on all the speakers, but of interest is that 95 of these contacts list addresses outside of Thailand. Such "internationalism" could be either good or bad, depending on how one perceives it. About 40% of the speakers were Thais living in Thailand.

I presented my own workshop/discussion on Friday morning, to a rather small group. Like many conferences, at any given hour (including Featured sessions), some rooms were overfilled, while others barely had anyone inside. After seeing roughly a dozen sessions, I came to the conclusion that Thai attendees are rather more vocal than Korean, far more likely to ask questions at question times, and even willing to interrupt at other times.

Doing the event in a classy hotel was nice, it helps a lot when ThaiTESOL has royal patronage that no doubt influences price reductions and increased financial support from various directions. ThaiTESOL generally alternates conference venues between Bangkok and various regional centers, 2002 was in Patthaya (in the south), and 2000 was in Chiang Mai (in the north). The program itself this year was rather low-tech, nearly all the presentations I saw relied on nothing more than OHP and whiteboards, though computers/displays were an (expensive) option for presenters.

One of the highlights of the conference program was a delightful Thursday evening poolside ("smart dress" requested) buffet to celebrate ThaiTESOL's receipt of a WorldAware Business Award (a global prize for sustainable growth, this one for the TEFL field). It was only moderately hot on the rooftop as the sun went down. The hors d'oeuvres were nice, and everyone (except the hosts!) could relax from the stress of meeting 1,000 new faces.

Among the many things that happened during the conference was a meeting of most of the PAC partner association representatives. Throughout the weekend I worked to encourage some of the Thai presenters to consider coming to future KOTESOL conferences.

At the conclusion of the ThaiTESOL conference, past KOTESOL officer Jane Hoelker (now at Zayed University, Dubai, UAE), KOTESOL Elections Chair Joseph Nicholas, and I took a one-day tour of Ayutthaya, the ancient capital of Thailand (about 80km north of Bangkok), returning on a relaxing river ferry, where we ate our fill at the buffet. I also met several Korean scholars at the conference. Just two days later a group of cars would be leaving Bangkok for Laos and the Lao TESOL conference. What a great idea! But I came back home to family (and work!) in Korea.

Do, definitely, find the time to take a warm winter break and rejuvenate your intellect at a future ThaiTESOL conference, scheduled each year in January. *Sawadi!*

The 11th Korea TESOL International Conference

Gateways to Growth: Exploring ELT Resources

October 18 - 19, 2003

Seoul, Korea

Call for Papers

In the past decades there have been tremendous developments in the area of ELT (English Language Teaching) within and outside of Korea. Alongside traditional teaching methods and resources, innovations have been developed and introduced to shape the vast EFL (English as a Foreign Language) realm of today. Both veteran and neophyte English language educators face many challenges in navigating the ELT resources world, from simply selecting then adopting EFL resources to their unique classroom context, to pioneering new ways of instructing students and researching the field. The hope for the KOTESOL 2003 International Conference is to provide a forum for educators to tell their stories to fellow educators in the following areas:

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

The closing date for the receipt of abstracts and biographical data is June 15, 2003. THIS DEADLINE WILL NOT BE EXTENDED. See below for Presentation Proposal form.

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

Check the KOTESOL web page for updates:

www.kotesol.org

2003 Korea TESOL International Conference

Gateways to Growth: Exploring ELT Resources

October 18 - 19, 2003

Seoul, Korea

Presentation Proposal

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

1. Do **NOT** fax any documents. Submissions must be received by **June 15th, 2003**. THIS DEADLINE WILL NOT BE EXTENDED.
2. Presenters are encouraged to submit several proposals. HOWEVER, **please note**: ***Only* 2** [TWO] academic proposals per person will be accepted.
3. **Proposal titles are limited to 7 words in length**.
4. Abstracts must **not exceed 150 words** and will be used in the program, so please edit carefully.
5. Biographical data must **not exceed 100 words** per presenter and should be in the *third person.*
6. Use separate sheets for your biographical data and abstract.
7. Only e-mailed proposals will be accepted. Please send in the body of the e-mail OR as an .RTF, .TXT, or .DOC attachment. Attachments must be **IBM-Compatible.**
8. Please email to: **kotesol_conf@yahoo.com**

Please include the following information with your submission

Presentation title: _____

Length: _____ 20 minutes ____ 50 minutes _____ 80 minutes

Type: ____ paper _____workshop ____ panel ____colloquium ____ poster

Number of presenters: _____

Equipment: __OHP __ TV **&** VCR** __Cassette __ CD __ Computer (Windows/PC) **&** Beam Projector**

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

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

Presentation time preferences (please mark at least 2 choices)

_____Saturday, Oct 18, 9 am – 12 noon _____Saturday, Oct 18, 1 pm - 6 pm

_____Sunday, Oct 19, 9 am – 12 noon _____ Sunday, Oct 19, 1 pm - 4 pm

Family Name_____ Given Name _____

Affiliation (Work)_____

Mailing Address_____

_____

_____

E-mail(s): _____

Work fax: _____ Work phone: _____

Home fax: _____ Home phone: _____

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

Please direct any questions concerning *SUBMISSIONS* to

KOTESOL Conference Program Committee
Professor Gerry Lassche, Chairman **<kotesol_conf@yahoo.com>**

Please direct all general inquiries and concerns about the conference to

kotesol2003@yahoogroups.com

Constitution & Bylaws of Korea TESOL

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

1. 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." 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)

❑ 2-Year Individual (70,000 won/2-year) ***NEW!!***

Payment by ❑ Cash ❑ Check ❑ Online transfer *Please make online payments to* "대한영어교육학회(KOTESOL)" *at Gwangju 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 / 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 complete both areas)

Please check all those areas of ELT that interest you:

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

Date: _____ Signature: _____

Send this form to: (Fax) 054-260-1752 or (Email) <KOTESOL@chollian.net>

New Fax Number!!!

Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org

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