



KOTESOL

대한영어교육학회

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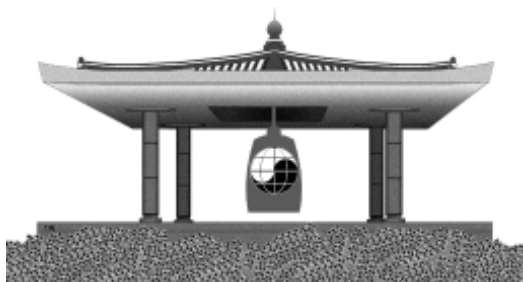
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**Calls for Papers, Conferences,
Chapter & SIG Reports,
and much, much more!**



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

THE ENGLISH CONNECTION

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

Volume 7, Number 3

There is a growing interest in *language planning* – the idea of giving learners time before doing a task to think about what they want to say and how they will say it. One variation on this idea is *task repetition* or *task recycling*. In this case, rather than simply thinking through a task, learners actually do the task two or more times. It is as if each time they do, it acts as a rehearsal for the subsequent time.

One more time, with feeling –

Bringing task recycling to the classroom

by Marc Helgesen

In his plenary at last year's KOTESOL conference, Martin Bygate (2002) mentioned a fascinating bit of research he had done. The task was simple enough. He showed a short, animated video to a student and, when it was finished, asked her to describe what she had seen. This is not at all unlike what many of us do in class. Here's the part that is interesting. Three days later he showed her the same video and repeated the task. She had no particular preparation other than having done the task once before. The results were astounding. The second time, the

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Last Call for

Conference Call for Papers!

KOTESOL International 2003

- *Proposals due June 15.*
- *See page 2 for more info.*

Korea TESOL Journal

Call for Papers inside, page 26

May, 2003

Email us at KOTESOL@Chollian.net



www.kotesol.org

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



THE ENGLISH CONNECTION

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**We are seeking additions
to the Editorial team!**

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Time to Think Conference

I am writing this message right after my return from a trip to Gwangju for the 9th Annual Jeolla KOTESOL Conference and the KOTESOL National Executive Council meeting, both held on April 19th – ten years to the month after Korea TESOL was officially formed. I would like to extend my sincere gratitude to the Conference Committee and the Executive Council of Jeolla Chapter for their outstanding work in again orchestrating a successful conference, both the conference and the meeting testify to the ongoing vitality of our decade-old organization.



Sangdo Woo

President's Message

by
Dr. Sangdo Woo

In addition to the committee members, the student volunteers in Gwangju were very helpful in making it easy for participants to find their way around at the site, in making the conference more enjoyable, and in making everyone feel welcome in general. These volunteers deserve special thanks. I felt sorry for having asked the National Executive Council members to leave such an enjoyable conference at 2 p.m. to attend a meeting that ended up running for the duration of the Conference's afternoon schedule.

The Executive Council meeting was very productive. Much of the meeting time was devoted to business related to the 11th International Conference, scheduled for the 18th and 19th of October at Seoul Education Training Institute. Here I would like to elaborate a bit on the preparations for the Conference to encourage you, members and prospective members, to truly appreciate the effort that goes into the Conference and thank the people working behind the scenes to make the Conference happen.

In accordance with KOTESOL's Bylaws, the Conference Committee Co-chair succeeds to the position of Chair the following year for the next conference. This year's Conference Chair Dr. Ju Yangdon has paired with Conference Co-chair David Kim to form a conference committee composed of both new and veteran conference workers

and committee members. Preparations began with a 2002 post-conference debriefing to examine what worked well at the last conference and what needs to work better at the next conference. The Conference Committee has already held two meetings, one in December and the other in March, and a third scheduled for May 10th, these to be followed by several more meetings before the Conference weekend.

This year the Conference Committee is focusing on several areas to improve the Conference for the attendees. I would like to highlight one of those: the Conference Committee has made special efforts to secure a highly suitable venue for the Conference. Such a venue has been found in the Seoul Education Training Institute, a brand new facility in a convenient location. I am sure the Institute facilities will prove to be ideal for the presenters and the attendees, as well as for our Organizational Partners who will be exhibiting the latest in English teaching materials. Having the Conference at a venue other than a college campus will be more costly, but it will allow us to provide better service to the conference participants and our Organizational Partners.

The Conference Committee cannot make the Conference a success without the involvement and support of members like you. I would like to ask you to be a part of the Conference by contributing more actively: by presenting your research, by having a workshop to convey your expertise, by volunteering to help organize the event, or simply by pre-registering, which can save a lot of time for you and for the registration team. The closing date for the presentation proposal submissions is June 15, which is only about a month away. Please do not put off sending in your submission – "the early bird catches the worm." Also, please be sure to mark the 18th and 19th of October on your calendar.

I am looking forward to witnessing yet another great conference in October. Don't miss out! Be part of the Conference by making yourself part of the preparations for this grand event.

Bringing Task Recycling to the Classroom

continued from the front page

student demonstrated marked improvements in vocabulary selection and use, grammar, and the ability to self-correct. (To see a transcript of what the student actually said, see Bygate 1996). Bygate (2001) suggests giving learners the opportunity to repeat language tasks as a way to make progress in accuracy, fluency and complexity. When learners redo specific activities, they are able to reuse and improve their conceptualization, formulation and articulation — or, put simply, they are clear about what they want to say, and they say it better. When they do new versions of the task within the same task framework, they become more able to deal with task variations more effectively.

Tony Lynch and Joan Maclean (2001) also advocate task repetition, which they prefer to call task recycling. In particular, they look at immediate repetition. That is, doing the same task with different partners during a given class period. They find various students improved in accurate use of grammar, pronunciation, vocabulary

My experience tells me that, once you call the learners' attention to how much easier the task was the second time, and how much more clearly they could share their ideas, the students don't take much convincing. They know their own progress when they see it. But now, how can we convince ourselves to try it?

How to bring task recycling into the classroom

Our hesitation to repeat tasks probably stems from being afraid learners will get bored and lose interest. And if the task focuses only on language and not on real communication in which the learners feel interested and invested, that is a valid concern. However, if we make sure the learners are sharing their own ideas, experiences and dreams — those things they want to talk about — the boredom problem disappears. And having more than one chance to talk about the same topic means they can share their ideas that much more effectively. The first time through a task, they often spend a lot of energy just putting together the meaning and language (the 'conceptualization, formulation and articulation' Bygate

much of what they and their partners said they can remember. Or they join a new partner and say everything they remember that they heard from their previous partner. This can even be done at the level of vocabulary. If a lesson featured a lot of new words, have the students work in pairs to see how many they can remember. Since vocabulary learning requires meeting new vocabulary repeatedly, this is a way to make that repetition happen mentally.

The recycling can even be a silent, mental follow-up. For example, ask them, when they take the bus or train home, to spend a few minutes seeing how much of what they said during the task they can remember.

You may also want to consider recycling a task as the warm-up for the following class session. It gets the learners back in touch with the English they were working on, and starts with something familiar for a successful orientation.

Fluency Frames

Often, as a way of helping learners consolidate and build on a theme, function or topic that brings up target language points, I have my students do one of the following 'Fluency frames'. Fluency frames are simply activity frameworks. They are not limited to a particular topic, function or grammar point. Rather, they structure the interaction in a task. The teacher provides the topic to have the students work on whatever language point, function or theme you choose. In most cases, you'll want to assign topics that the learners can personalize. That makes it easier for them to come up with something to say, and more interesting for their partners. As an aspect of *language planning*, I find it very helpful to give the students two or three minutes to think about the topic, things they want to say, questions they want to ask, etc., before beginning the fluency frame task.

Three-minute conversation task

This is just as simple as it sounds. On the board I write:

3-minute conversation task.

- Close your books.
- Have a conversation.
Talk about (whatever the topic is).
- English only.

Task recycling can be as simple as saying, "Everyone find a new partner. Do the task again."

selection and the ability to self-correct, even though none of those elements were focused on during the task itself. They do caution that not every student makes improvement in every area. Common sense will tell us that different learners at different levels with different needs will make progress...differently! But the point is that TR seems to be a specific tool we can use to help them make progress.

But Lynch and Maclean go on to suggest what the real problem may be:

Despite the evidence that immediate task repetition lead these learners to change and improve their spoken English, the notion of repetition as a useful classroom procedure will require some 'selling', both to our professional colleagues and to language learners. (p. 159).

refers to). The second time they are focused more strongly on getting their meaning across.

Task recycling can be as simple as saying, "Everyone find a new partner. Do the task again." The first few times, of course, you'll want to mention the reason: *When you repeat the task, it gets easier. You communicate your meaning more clearly. Your language level goes up and you learn things from a new partner.* Of course, if the activity is something like a pairwork task where they've already filled up a page, you might want them to change parts — A's become B's and vice versa — or simply have them do the task again without writing down information.

Another easy way to recycle the information is as a *memory game*. Learners close their books and see how

The combination of the challenge of filling up the time with that of only using English provides the support so learners can actually do this. After three minutes, they change partners and begin again with a new partner. This usually continues for two or three rounds. The time limit can, of course, be changed depending on the level and interest of your students, but you do want it long enough to be a bit challenging, yet short enough that they will be able to succeed.

Line Up

Write the topic on the board. Tell them they will discuss the topic with several partners. Tell them how much time they will have with each partner (usually one minute, 90 seconds, or two minutes) Students stand in parallel lines, facing a partner in the other line. Naturally, in large classes, there will be several lines, often following the rows of desks in a typical classroom. On your signal, they discuss the topic with their partner. After the designated time, have learners change partners. This is easily done by having each member of one line move one person forward. The first person in that line goes to the back of the line. When everyone is facing their new partner, they begin again. Continue as long as time and interest

different projects – so that means each has a chance to explain their own project five times.

This is very similar to the activity Lynch and MacLean describe in their article mentioned above. Theirs is called *The Poster Carousel* and was used in an English for Medical Congresses course. In it, students worked in pairs for one hour to read a research article and make a poster explaining the contents. Then partners take turns talking about the poster and answering question about it. This idea could be adapted for lower levels and for general conversation courses by replacing the research articles with items like pages from travel brochures (suggesting vacation activities), advertisements for two or three cars/computers/other items (comparatives), or other items related to the class topics.

The final two activities are less conversations than ‘mini-speeches.’ For both, I find it useful to give the learners about three topic choices. Each topic is related to the language we are working on but the choices give learners a chance to choose an item about which they have something to say. For example, if we are working on the function of asking for/giving permission and the grammar point

Once both partners have had a turn, they stand up. They find someone else who is standing. They regroup into pairs with new partners. They begin a new round. This continues for about three rounds.

They get one point if they are able to speak longer than they did the previous time. This means, of course, that both members of the new pair can become winners. Indeed, everyone in the class could a winner. They are competing with themselves, not each other.

Because of the 5-second limit, it is rare for anyone to speak longer than three minutes.

Fluency workshop

Write the topic(s) on the board. Learners work in pairs.

One member of each pair speaks about the topic for exactly two minutes. The other member listens. The listener then must ask at least one question. Then the second student – the listener the first time – speaks for two minutes. The partner listens and follows-up with a question.

Everyone changes partners. Round two is a repeat of the first round, except that the time is cut to 90-seconds. Students say essentially the same thing they did the first time, but since they’ve done it once, it is usually faster and smoother the second time.

Learners change partners again and do round three. In this round, the speaking time is 75 seconds.

The entire activity usually takes 25-30 minutes. The actual speaking time can be changed to meet your students’ needs and abilities, but the 120/90/75-second time ration seems to work well with most students.

Conclusion

In this article, I have attempted to present a rationale for Task Recycling and to expand our teaching repertoire by suggesting ways to implement it in the classroom, both by adapting textbook tasks and through the use of *fluency frames*. TR can be a useful tool in the classroom. Like other types of *language planning*, it can help learners work on fluency, complexity and accuracy.

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... it can help learners work on fluency, complexity and accuracy.

permits. Note that this is similar to the 3-minute conversation task but the interactions are shorter. Also, since students are standing, it changes the atmosphere. There is a little more pressure – positive pressure, I hope – to say a lot in a shorter time.

Out and back

When learners have created something like a project, a poster, a tour map, etc., in pairs or small groups, have them share it with members of other groups. (For this explanation, I will assume it is a project). They all take a few minutes to think about what they want to say about their project. Then one member stays with the project while the others go to different projects. The members who are at their own projects explain what they did and answer questions. Visitors stay at each project for 2-3 minutes before moving on to the next one. Each person must visit at least five

of modal auxiliary verbs (must, should, have to, etc.), I assign topics like these:

- Rules I hate.
- A time I got into trouble for breaking a rule.
- If I could make a rule for this school (or a law for this country), it would be _____.

Mouth marathon

Write the topic(s) on the board.

Students work in pairs. Each speaker tries to talk about the topic for as long as possible. The partner listens and keeps time. The speaker must stop when one of two rules is broken:

- (1) Do not pause for more than 5 seconds,
- (2) Everything you say must be in English. If you say a word that is not English, you are out.

First Encounters with English

by Youngmi Park

I've just realized that I made a few mistakes speaking in English today. Fortunately, I don't worry about making

Training Notes

edited by
Douglas Margolis

mistakes anymore. I now know making mistakes is a necessary part of language learning. However, I can't help feeling desperate, whenever I count the years I've struggled to learn English. Sixteen years! The only thing I'm sure about language learning is that time doesn't guarantee language proficiency. That's why the first encounter, and indeed, every foreign language learning experience, needs to be motivational and engaging to convince students to make the long term commitment necessary for success.

Quality Not Quantity

Van Lier (1996) suggests that the first encounter with English must emphasize quality of exposure over quantity. He defines quality of exposure in terms of "linguistic access," which is the student's degree of familiarity with and ability to comprehend the text. He believes quantity of exposure, if not accessible, is useless.

My first English teacher, however, only focused on quantity of language without considering students' characteristics and ability. For example, when I had difficulties even in writing the alphabet, my first English teacher forced the class to write down the whole text of each lesson again and again, and then required students to memorize it. Her class was always full of tension because she punished students who didn't write neatly. She stuck rigidly to this writing-memorizing approach, which, admittedly, resulted in our ability to write letters neatly and recite

the text accurately. However, this English encounter had a negative effect on my foreign language attitude. The teacher sometimes became so angry at my untidy writing that I often felt anxious and scared. I hated English. The memorizing activity also contributed to this feeling. Although I memorized every line of the book, I didn't have any chance to use this knowledge, and often wondered what the point was. For a few years after that, I studied English only for exams and made no commitment to English until much later in life when I was instrumentally motivated as an English teacher. My teacher failed to engage us because she was focused on quantity rather than quality of exposure.

Teaching For Outside Class Learning

Van Lier (1996) also believes that the important language development occurs between, not during, lessons. If students are not motivated to learn outside the classroom, language development doesn't occur. Now I wish my first English teacher had been patient with our mistakes, I would have felt safe in class and possibly began to like English, resulting in more practice outside class. If she had emphasized quality of input, maybe I would have enjoyed speaking in English inside and outside the classroom. English might have become more interesting and pleasurable to me, and, therefore, more worthwhile to learn. In which case, I think I might have invested more time outside the classroom to seek out English practice opportunities and increase my exposure to English.

Application to Teaching

The experience of my first teacher weighed heavily upon me when I began to teach young elementary school students. Thanks to my own bitter experience as a learner, I wanted to be more careful, especially when teaching to write letters. Thus, I prepare writing activities for young children based on the following three rules:

1. Wait until students are ready. If it is the first time for them to write English letters,

don't demand too much. Forcing students to copy letters again and again only increases student anxiety.

2. Let them write what they like. Writing "A" through "Z" can be very boring. Instead, they can find a lot of letters in their own names, friends' names, and the names of the things they see everyday. Students' ongoing learning can be triggered by these memorable letters.

3. Don't forget, children are kinesthetic learners. Their hands, feet, and bodies can be pencils. Playgrounds, floors, or blackboards can be used like notebooks. Use your imagination to discover various ways to make letters, so that students learn the shapes *and* experience great fun.

All teachers were once students. In addition to my three rules for teaching elementary children, our own learning histories are good references for our teaching. In my case, I found my first encounter with English discouraging, demotivational, and a negative influence upon many years of my English language learning. That's why I consider first encounters with English as the most significant event in language learning. Of course, language learning is affected by a complex interplay of many variables, but I believe that successful language learning depends on learners' first impression about language because that is the starting point. We teachers must be careful to make sure we start students off on the right path.

References

Van Lier, L. (1996). The growth of proficiency. *In Interaction in the language curriculum: Awareness, Autonomy & Authenticity* (pp. 40-67). New York: Longman.

The Author

Youngmi Park is working on her Master's degree in Teaching English as a Foreign Language at the International Graduate School of English. She taught English for five years at the Ha-an Language School.

Welcome Dr. Peter Nelson as the new KTT Coordinator!

Welcome to KOTESOL International Conference 2003!

As an educator who has studied and taught English, it is an honor for me to welcome you to this year's KoreaTESOL International Conference. I have been involved with KoreaTESOL from the foundation of the organization and have attended KoreaTESOL conferences to improve my research and teaching skills. I have also given some presentations where ideas were exchanged for better teaching.

This year's conference will be held on Oct. 18-19, 2003 at Seoul Education Training Institute, which is a contemporary, multi media conference centre.

There will be two internationally recognized plenary speakers including

- **Dr. Donald Freeman** (Expert in Teacher Training) and
- **Dr. Brian Tomlinson** (Expert in Materials Development).

There will also be four featured speakers including

- **David Sperling** (Creator of Dave's ESL Café)

As well as close to 100 conference presenters from Korea and abroad.

The theme for this year's conference is 'Gateways To Growth; Exploring ELT Resources.' English teachers can get ideas on how to explore resources for teaching, researching, teacher training, developing materials, gathering new ideas, techniques, information, skills, and everything else related to the industry.

A Primary aim of the conference is to stimulate and inspire educators and learners ("Opening gates") to develop proficiency and aptitude through diverse interactions and contacts encouraging a 'coming forth.'

Conference
2003
by
Yangdon Ju

Secondly, the conference aims to reconnoiter ("explore") a wealth of ELT teaching elements and information, activities, modern publications, current speakers, video, Internet and interactive software.

We are looking forward to this year's conference and feel that the new venue will create a good space for us to learn, teach and grow from each other

I hope you will participate in this year's 11th Korea TESOL International Conference.

Best wishes and kind regards

Yangdon Ju, D.A.
Chair, Korea TESOL
Conference Committee

***More speakers will be announced
in the coming months!***

Invited Speakers for the 11th KoreaTESOL International Conference

Confirmed Plenary Speakers

1) **Dr. Donald Freeman**, School for International Training, USA; Past President of TESOL; Noted author, including *Doing Teacher Research: From Inquiry to Understanding*, 1998. Focus Area: Teacher Training

2) **Dr. Brian Tomlinson**, Leeds Metropolitan University, UK; President and Founder of Materials Development Association (MATSDA); Noted author, including *Materials Development in Language Teaching*, ed. 1998. Focus Area: Materials Development

Confirmed Featured Speaker

3) **Dave Sperling**, Creator of *Dave's ESL Cafe*, formerly at CSU-Northridge, USA. Focus Area: Computer Assisted Language Learning

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 International 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?

Paths to Professional Development:

Part Four -- Creating the Necessary Conditions



In that last TEC piece on professional development (PD), I put forward some simple visual representations to show some of the

relationships in our schools, our classrooms and within ourselves, claiming that it is in the spaces between the points of the triangle wherein developmental reflection occurs.

If I were to draw another simple triangular representation here, the link between the theory and practice of PD would be *conditions necessary*. That is, a good understanding of the theory of PD – frameworks and models, for example – matched with an equally good understanding of the practice – what needs to be done – is still insufficient, in the absence of the conditions necessary for the theory and practice to inform each other.

In 2000, I wrote about five key conditions that I believe must exist in order for PD with language teachers to happen (Bailey, Curtis, & Nunan, 2001). The following year, based on another year of experience and reflection, I expanded that list to eight conditions for a *KATE* article (Curtis, 2001). By now, 2003, there are twelve conditions. It's not that all of these conditions have to be met for PD to take place, but in my experience, the more of these conditions that exist, the more likely it is that positive, professional change and growth will occur.

1. Time At the heart of growth is change, which is the essence of all PD, and change takes time. Individual language teachers, their students, and their institutions need sufficient time for PD to take place. Insufficient time often results in the *appearance* of change, but it is not real.

2. Trust It is essential that those “being developed” and those “doing the developing” trust each other’s motives and methods completely. Without this

trust, we are not willing to expose our professional selves to the scrutiny of our peers, and without such openness, real change is not possible.

3. Choice Professional development *activities* can be forced upon language teachers. Professional development can not, as activity and awareness are not the same thing. Teachers must be allowed *to choose* which PD activities to engage in, if the activities are to have a long-lasting, positive effect.

4. Institutional Support Institutional support for PD can take many forms, for example, providing teachers with financial support and/or release time to attend/present at conferences, to follow in-service, on-line courses, providing books, journals and articles all show that the institution is investing in its teachers.

5. Recognition Recognition by peers and students of our PD as teachers is very important, and recognition by the institution of the time and energy committed teachers give to such activities may be a key factor in encouraging teachers to engage in PD activities.

6. Judgmental vs Developmental Both of these aspects of teacher evaluation are important, but they should not be confused with each other. When we are being judged, for example, for contract renewal purposes, we show what we *know*. When we are trying to develop, we need to focus on what we have *yet to learn*.

7. Better Teaching and Learning One measure of the effectiveness of PD is that it results in a richer and more rewarding learning experience for the students. It is difficult for a teacher to develop and for this *not* to show in his/her teaching, but if we have our learners in mind in all our PD activities, we may develop even more.

8. Reciprocity/Mutuality Linked to trust, issues of power, position and status are important here. For example, classroom observation is often carried out by senior teaching staff of junior teachers. However, observation the other way around – of the seniors by the juniors – is much less

Professional Development

by
Dr. Andy Curtis

common. Result: All judgment. No development.

9. Space Internal and external space – inside your head, and around you – are essential for reflection. If your mind is always full of thoughts, all clamoring for attention, you cannot hear yourself think. Similarly, if you are always surrounded by crowds, you will not be able to step back from yourself and reflect.

10. Documentation We all have enough paperwork in our lives already, but many changes are subtle and take place over longer periods of time. So without some kind of text – including audio and video recordings – to map and record the changes, we may not see them as clearly.

11. Clarity of Purpose Using transferable skills, if we can apply our teachers’ abilities to create clear, assessable aims and objectives for our language lessons to our own PD action plans, we will be able to create clear goals for our development, whilst staying open to different possible paths.

12. A Partner Our PD book was subtitled *The self as source* to highlight as the self can be a very powerful source for change and growth, and PD activities can be carried out solo. However, that said, it is usually beneficial to be with someone else going through similar changes, to share to exchange and to be with professionally.

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Approaches to Young Learner Games

Most children, if not all, enjoy games. However, not all educators agree on the value of games. Consider the issues yourself by engaging in a series of teacher development tasks.

Young Learners

by
Jake Kimball

From the perspective of a child, games are fun and intrinsically motivating. To a child, games are serious business. Games are a microcosm of the adult world, as they are founded on rules and regulations. Games are crucial for children's development because games promote collaboration and negotiation and develop social skills and logical reasoning. And if one considers the element of fair play, games promote moral development.

On the other hand, some teachers and parents prefer that games remain sidelined in favor of 'real' teaching, especially in post-kindergarten classes where meeting lesson objectives are increasingly more important than the learning process. Games are mere time fillers at the end of class. Beyond motivation, opponents see games as having little relevance to good classroom practice. Besides, games result in an inordinate amount of L1 use that is difficult to police. Games, like privileges, become a quid pro quo—first, study hard, then, play games. **Task #1:** Record your beliefs about the appropriateness of games.

While I do favor the philosophical/theoretical nature of games, I have reservations about games not treated with the same seriousness as other 'educational' tasks. Poorly planned and executed games consume time that may be better spent. Consider also the psychological impact of winning and losing. Behind every winner with a smile stands a loser with a bruised heart and a potential emotional scar.

Here are two examples of how games can be detrimental to the classroom

experience. While playing a vocabulary card game with a class of 6/7 year olds, one boy, unable to provide an answer, lost his turn (according to our rules). From that moment onwards, he pouted and lost interest, not only in the remaining minutes of the game, but also the entire class period. Changing the rules of the game solved that problem. By responding "I don't know," the traumatic experience of competition can be avoided.

The second example concerns prizes and points. During team games, teams compete for points, stickers, or prizes. Occasionally, the losing team responds negatively with frowns, temper-tantrums, or more commonly, a refusal to take part in the game. Although it seems to be politically incorrect to give out points and prizes to children, it is difficult to equal the energy and involvement of a game with prizes and points. A solution to this would be to award prizes or points for participation, not winning. **Task #2:** Think about children and competition. Make a list of three games, noting any reward systems and their efficacy.

Task-based games are ideal for teaching and using routines, or natural, pre-fabricated speech.

There are two common approaches to designing and implementing games. The first approach is to orient games to curricula. These language games (often born of a structural syllabus) lose their luster with children quickly because even younger students can identify the teacher's pedagogical intentions. At this point the game becomes more of a teaching tool than a game. **Task #3:** Return to Task #1 and brainstorm three variations of each game by modifying the rules, materials, or objectives.

An alternative approach is also available, one where learner-centeredness is a priority and emphasis on structure is secondary. Task-based games do not

necessarily have to be anchored to a syllabus. They may be driven by authentic communicative needs such as explaining and clarifying rules of a game (by teacher or student), playing games for pure enjoyment, or a report or analysis of a game.

One of the first communicative strategies used by young learners, or any beginner for that matter, is the use of formulaic language (Cameron, 2002; Ellis, 1994). Task-based games are ideal for teaching and using routines, or natural, pre-fabricated speech. Children use them and generally acquire them easily. Task-based games provide an authentic context. **Task #4:** Refer to task #2. For each game, list ten phrases that will help your students engage in games by promoting interaction.

Games, like any other classroom activity, can be pedagogically and methodologically sound. Children want and need developmentally appropriate games that are challenging and promote communication and literacy. If used with discretion, games can be a valuable and effective addition to any YL lesson plan, regardless of the syllabus.

Task #5: Play a game with your students. Record the activity via tape or video recorder. Note when and where formulaic speech is, or should be used. Return to class and model the game, this time promoting the use of functional game language.

For YL SIG members' benefit, Tasks 1-5 have been posted to the SIG Yahoo Groups website (in the Research Files section), along with a useful list of game language. If you would like to make contributions or comments on these tasks, write to (Email) ylsigkr@yahoo.com For additional game resources, visit http://www.kotesol.org/younglearn/Resource_for_teachers.html

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Positioning Your Investments for the Rebound

For those teaching Business English or with personal interest, I thought it useful to give you our current view of global stockmarkets, which may be useful to discuss in class.

2002 saw many major markets correct by over 20%. This may not have been due to performances of major economies. Notwithstanding Japan and Germany, they performed reasonably, and if economies grow, markets should recover. An analyst recently said, "The state of economies could drag markets up or, the state of markets could drag economies down".

If your investment horizon is medium term, short-term losses are diluted over longer periods. The key is TIME IN the markets as opposed to TIMING the markets. Clearly, the Iraqi crisis was

unsettling, but in the last Gulf War, the Dow Jones gained 17% between January and February '91. Incidentally, I have had many enquiries regarding ethical funds not investing in arms manufacturing. A topical, and emotive, issue.

The alternatives? Gold is bouyant, but post-war, prices should fall. Property values are soaring but when interest rates rise, we may see falls in prices. In many countries, there are surpluses of rental properties, which may force owners to sell and property values to fall.

There has been a flight to Bonds and Treasuries from stocks. Twelve month returns have been impressive, but if you invest now, have you missed the boat? Possibly not in the short-term, but as conditions improve, stocks may again be

Financial Planning

by
Robert Williams

in favour and Bond prices may fall.

The bank deposit is usually safe, but interest is unlikely to cover inflation. In real terms you will be worse off.

Consider a monthly savings plan, investing smaller amounts into mutual funds and bond funds regularly in the short term especially if markets weaken further, to reap the rewards when prices rise.

The key? Spread wealth over five asset classes: Bonds, Stocks/Mutual Funds, Property, Cash and Alternative Investments. Contrarian investment is dangerous and the best performing asset last year will not necessarily be the jewel in your investment crown in future!

This section redacted

China Decides on ELT

Decisions made in China can affect a lot of people. When government authorities set about closing schools in May to prevent the further spreading of SARS (severe acute respiratory syndrome) it meant an

Pan Asia

edited by
David McMurray

astounding 250,000,000 students were ordered to stay home. Over 75 million of those students study English at the junior and senior middle school levels. According to statistics released by the Ministry of Education Liberal Arts Section of Higher Education, some 5 million university students opt to study English: at a ratio of 99:1, the next closest rivals are Japanese and Russian.

In the 1950s, the education ministry promoted Russian studies almost entirely, but ideological differences in the 1960s with the former Soviet Union led to its demise and an increase in the study of English and Japanese. In the 1990s when English started to be considered as more of an international language than as an American or British language, schools were directed to open their classrooms to English instruction. These curriculum decisions were taken fairly quickly, considering that education is a long process taking one or more decades. The transition caused a lack in teaching staff, resulting in class sizes over 100 and teaching of English by rote memory. Major curriculum changes in China affect a large number of students for a long time.

Hu Wenzong (2001, p. 66) observes "there has never been a consistent well-designed plan for foreign language education." He also observes that language policy has been little studied and commented upon to date at ELT conferences and in journals, but that there is an enormous need for educators and researchers to do so because policy decisions affect so many. In the 1990s through to today, teachers and the ministries of education in Thailand, Korea, Taiwan, and Japan have tended to follow

each other in making similar policy decisions regarding the teaching of English, for example: at the primary level, emphasis on communicative competence, encouragement of English-only instruction, and other innovations.

Teachers in China, however, are attempting to set their own path. They are currently grappling with the question of how to teach English as an international language while retaining control of traditional "Chinese ways of teaching" to large classes. If you had to use two words to describe what kind of EFL decisions are being made today in The People's Democratic Republic of China, they might be "new" and "old."

Zhou (2003, p. 5) sums up how she is trying to revitalize an old teaching method used since the 1960s in China as "putting new wine in an old bottle." That is the nearest translation of a traditional Chinese adage that she could find. One popular answer, described by Zhou (*ibid*, p. 5) as "innovative EFL classrooms which... prevent the learner's wasteful guessing for meaning" is to provide a bilingual setting where the teacher's oral instruction in Chinese is supported by a completely translated textbook to prompt students to respond in English. This bilingual method is thought to increase confidence in young learners, and to fit well with the needs of the current teaching and outside primarily only Chinese speaking environment.

with departments of English. ELT, however, has not traditionally been regarded as a legitimate academic discipline. The growth of ELT for non-majors, however, is leading to the demand for more content based instruction, or at least for the language to be taught in special training centers within the university. English plus business courses and English plus foreign affairs are among the most popular (Chen, 2002).

English class sizes of 50 to 100 continue to be the norm, even for conversation classes. Continued shortages in funding to hire qualified English teachers, and also the lack of time to train teachers since the switch in emphasis from Russian and Japanese, are the main reasons cited for this problem. Insufficient numbers of teachers has resulted in classrooms where little more than pair work is performed, or worse, where all students do is recite in chorus to cues given by the teacher cum maestro.

After years of debate over the issue of whether teachers should look to ESL or EFL practitioners for models of instruction, it seems that TEFL has won out. However, there is still very little real English reinforcement in the streets and in businesses. Translation is heavily used at conferences and international gatherings. The increasingly large army of students who do study abroad tend to leave for periods of about 4 years and afterwards

The growth of ELT for non-majors, however, is leading to the demand for more content based instruction

At the secondary school and tertiary levels, educational administrators continue to select either literature-based instruction methods; linguistic models that focus on grammar, vocabulary, and translation; as well as the increasingly popular ELT methods that encourage communicative competence. Time spent on reading tends to top writing and speaking activities in the classroom. English departments in Chinese universities have traditionally been set up alongside other humanistic disciplines. There are over 300 universities

often seek work in the countries where they studied.

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Mr Membership

Now our spotlight on members shines over to Kevin Parent, teaching at Gongju National University of Education. He was born in the suburbs of Chicago, Illinois but considers the city home. Kevin tells



Kevin Parent

us, “When I first came to Korea, I had been studying and teaching at Northeastern Illinois University, which had just become a sister school with Gongju Communication Arts College. My wife had already returned to Korea a few months prior, and I would soon be joining her. She said the school was commuting distance from our home in Korea, so I applied and became the first exchange professor to take advantage of the sister relationship.”

Kevin received his Bachelor of Arts Degree, in music composition, from Columbia College in Chicago. He also holds a Masters of Arts in linguistics (concentration in TESOL) from Northeastern Illinois University. Now he is beginning a doctoral program in applied linguistics, focusing on second language vocabulary acquisition, at Victoria University of Wellington in New Zealand.

As it is not a distance program, he has to go there a couple of times a year.

About his teaching style, Kevin says that it has changed since coming to Korea. “My goal at first was just to get students to ‘use’ the English which they had been learning for the past six or so years. Now I think this created a cultural clash in the classroom. I think communicative language teaching works better in ESL classrooms (that is, in English-speaking countries) than in the Korean context. Of course, I have not abandoned it, but think there’s a place for grammatical structures and practicing, if only because the students want and expect it. That said, however, I tell my students that if they really want to improve their English they should spend 80% of their time practicing and 20% studying English. The problem is that too many only study and cannot speak.”

He continues with, “One aspect of English that I really want to see my students improve is vocabulary. I’m convinced that vocabulary is more important than grammar, because as the saying goes, ‘without grammar I can say a little-without vocabulary I can’t say anything.’ I firmly believe in well-designed vocabulary lists, especially in the early and intermediate stages of language learning. I also tell my students not to apologize for their English ability because I think it’s a self-fulfilling prophecy.”

Kevin’s involvement with KOTESOL is unique. Even before arriving in Korea he had previously been a member of Illinois TESOL and Bilingual Education so he joined KOTESOL even before his first job here started. He remembers his first meeting, where he thought, “I wouldn’t

Membership Spotlight

by
Jerry Foley

mind getting more involved, but I would never want to be a chapter president.” About eighteen months later, he became president of Daejon Chapter. Although organizing chapter meetings can get very busy sometimes, he has enjoyed it very much, especially when it’s time for the spring drama and film festival. This year he also serves as membership chair for KOTESOL, coordinating the database and developing membership numbers and cards.

For travel experiences Kevin reports that he has only taught in the USA and Korea, but has visited Japan, Europe, Australia, and Canada.

Kevin says that he has two expensive hobbies. First, he collects CDs. His collection numbers about 1500, ranging through rock, jazz, classical, and blues, including everything ever recorded and released by Billie Holiday, Bessie Smith and the Beatles. His other expensive hobby is very similar, collecting DVDs. His taste here might be called “arthouse” by some—a large percentage of this collection is in a language other than English—but he will put in “The Blues Brothers” when he gets homesick. His less expensive hobbies are playing jazz piano and acoustic blues guitar.

For the future his only plans are to finish his PhD program, become a better teacher and do what he can for KOTESOL.

Desktop Publishing . . .

Ever wanted to design beautiful pages of text and graphics? Korea TESOL Publications is looking for someone or someones to take on the role of "layout artist" for assorted publications, including *The English Connection*. While it's not easy, it's also not as difficult as you might imagine. Those who do it best have a sense of artistry, an eye for balance, and comfort on the computer.

Contact us to learn more (see page 4 for a list of contacts).

TESOL 2003 Conference Report

“Hearing Every Voice”

by *Terri-Jo Everest*

Airline upstarts notwithstanding, more than 5,000 people attended the TESOL 2003 Convention, held March 26-29 (Wednesday – Saturday) in Baltimore, a scenic east-coast city in the state of Maryland, U.S.A. Attendees were certainly not disappointed: the venue, Baltimore Convention Centre, is in the heart of the downtown core, just a stone’s throw from the scenic inner harbour and many an art gallery, museum, and restaurant. Moreover, the conference theme, “Hearing Every Voice”, seemed particularly apt: educators had a smorgasbord of enticing events from which to choose.

One such “appetizer” were PCIs, Pre- (and Post-) Convention Institutes, scheduled Tuesday through Saturday. Thirty 4-6 hour practical workshops were on offer for ESOL professionals who wanted to gain in-depth knowledge on various topics. An additional fee was required, but KOTESOL’s very own Jake Kimball, in attendance at one PCI, said it was well worth it. A similar but less pricey appetizer was the so-called “Energy Break”, where one could enjoy a snack while chatting with a small group led by a TESOL expert. Those wanting more even more could make educational visits and tours to venues in and around the town.

In origin, the word “plenary” means full: indeed, plenaries and those sessions given by featured speakers, gave listeners much to chew on. The well-received opening plenary was “hosted” by Morris Dees, Cofounder of the Southern Poverty Law Center. The entertaining closing plenary, entitled “Survivor TESOL 2003 – Outwit, Outplay, Outlast”, was led by five speakers: researcher H. Douglas Brown, teacher trainer Andy Curtis, materials writer Carolyn Graham, TESOL board member David Nunan, and classroom teacher Dorothy Zemach. They battled it out in a contest of wits to determine who would most likely to survive in the ESOL profession. As the conference theme intimates, all would. Five distinguished featured speakers, Laraine Kaminsky,

Mary Lou McCloskey, Deborah Cameron, Raouf Mama, and Jun Liu, also offered hungry audiences food for thought.

For main dishes, there was a cornucopia of academic sessions. These ran from 7:30 am to 7:45 pm, and were interspersed with daily specials such as Spotlight Sessions, a Research Symposium, Intersections (highlighting topics of interest for more than one SIG or Caucus), Board-Sponsored Sessions, and Affiliate Meetings. Rounding out the buffet were Poster sessions, over 800 Exhibits (I bought gel-filled inserts for my suffering soles!), the CALL Electronic Village, a cyber-café, Hospitality Desks, Employment Clearing House, TESOL Dine-around, and a State-sponsored “Networking” food fest.

As the KOTESOL affiliate representative, I particularly enjoyed the meaty menu on offer at various affiliate meetings. First up was the Affiliate Leaders’ Workshop on Tuesday afternoon, March 25. This proved an excellent opportunity to mingle and meet the fifty-plus folks in attendance, randomly grouped for brainstorming sessions, in which they discussed 12 goals in TESOL’s “Strategic Plan” for improving the organization as a whole.

Another main dish was the Affiliate Editors’ Workshop on Wednesday afternoon. Frankly I enjoyed this workshop much more than Tuesday’s because it had more of a productive “hands-on” feel. Approximately 20 editors, 1/3 international, 2/3 American, were there, and quite a few were “one-man” (or one-woman) shows, who had little help in either writing, editing, or laying out their newsletters. Most, moreover, produced newsletters only 3 times a year, and there were surprised and appreciative gasps when I showed our glossy bimonthly TEC. We shared copies of our publications, and 14 TEC magazines went like hotcakes. Frankly, I’m proud to say that ours probably outranks almost all of them save perhaps Thai TESOL’s (in colour!). Outrank though we did, there are still ways we can improve. Lots of ideas have been

forwarded to our KOTESOL publications team. Many of these center around generating more contributions from outside the publications team.

Last, I attended the Affiliate Council meeting Thursday morning. After much administrivia, 60-some affiliate leaders, a surprising number of whom did not represent TESOL groups in America, listened to 11 reports by chairs of various TESOL committees. After that, we approved a new resolution, whose legalese follows: “Be it resolved that TESOL investigate reducing the cost of audiovisual equipment for presenters who need support at the annual conference.” The original wording included a clause for graduate students, but as many vocal representatives pointed out, part-time teachers and even full-time ones in some underprivileged countries might need support just as badly. It would seem in this case that all voices were heard.

There was much to digest mentally at TESOL 2003, but more real food right on site would have been a great addition. I found myself eating bagels or running to Burger King, thinking longingly of cafeteria lunches at KOTESOL national and regional conferences, and for that matter the plethora of coffee vending machines we enjoy (the line at the Starbuck’s on site was far too long for the caffeine-crazed). Conference organization was otherwise almost flawless: rooms were easy to find, TESOL volunteers helpful, and there were in fact a few coffee and sandwich outlets on site - Longman’s served coffee, cake and even champagne with strawberries one afternoon!

I thank KOTESOL very much for the marvelous opportunity to experience TESOL’s inner workings. From April 1, fool that I am, I’ve been bicycling north some 2,300+ kilometers to St. John’s, Newfoundland, Canada. Summer brings more cycling and, fingers crossed, I’ll tour all of Korea in September, and see all of you the KOTESOL International Conference in Seoul this fall. Thank you once again.

Why Is *Knight* So Silent?

Have you ever wondered why *knew* is pronounced the same as *new* or why *high* and *hi* sound the same? Have you wondered why English has so many silent letters – so many that only half of the letters in *knight* have any sound? The array of letters and digraphs (like *gh*) that have gone silent have done so for a variety of reasons.

One would think that the situation regarding unpronounced graphemes would improve with time, but in fact, the reverse has occurred. Almost all the letters of the alphabet are silent in some word or another. However, in Old English (OE), every written letter was pronounced. We can put some of the blame for the present letter-sound disparity on William Caxton. It was he who introduced the printing press to England in 1476, and it was the printing press that standardized English spelling and fossilized the spelling of many words while their pronunciation continued to

change. For example, *knight* was pronounced /knixt/ in Middle English (OE spelling: *cnihht*). Both the initial /k/ and the internal /x/ (pronounced like the voiceless velar fricative [ch] in German *ich*) turned silent during the transition from Middle English (ME) to Modern English (ModE). This was during the period of the Great Vowel Shift – the period from the twelfth to eighteenth century (but with its main effects taking place in the fifteenth and early sixteenth centuries) when the sounds of the long stressed vowels of English changed their places of articulation

To put this in a little more historical perspective, while the parents and grandparents of the Pilgrims who sailed to the New World pronounced the initial /kn/ of *knight*, the Pilgrims themselves were more likely to pronounce it as /tn/. The interior [gh] had been silenced about a generation earlier. So the Pilgrim pronunciation of *knight* was like that of

Word Whys

by
David
Shaffer

present-day *tonight* in rapid speech, i.e., *t'nite*. It was not too long afterwards that the /t/ fell silent in the New World and the Old to give *knight* its present pronunciation.

As an aside, there is the case of *delight*, whose *gh* was never pronounced. Its earlier spelling was *delyt*, and its pronunciation rhymed with words such as *light* and *night*. On false analogy with these words, the *gh* was inserted to give *delight* its present orthographic form analogous with that of *knight*.

Don't be silent; send your whys about words and other questions to <disin@chosun.ac.kr>.

Been to a Chapter Meeting Recently?

Suwon-Gyeonggi

Meetings: *First* Saturday of the month
Suwon University

Gangwon

Meetings: *First* Saturday of the month
Hallym University
Kangnung Univeristy

Seoul

Meetings: *Third* Saturday of the month
Sookmyung Women's University

Busan-Gyeongnam

Meetings: *Last* Saturday of the month
ESS Language Institute

Daegu-Gyeongbuk

Meetings: *First* Saturday of the month
Kyongpook 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

Check the individual chapter websites under
www.kotesol.org for more details.

Bringing Task Recycling to the Classroom

continued from page 7

Fluency: They've done it once, so the next time is smoother.

Complexity: They've done it once, so the next time it can have more depth.

Accuracy: They've already done this once, so they can often say it better.

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Note

I learned Line Up from Carl Adams, Mouth Marathon from L.A. Meagher and Fluency Workshop from Keith Maurice. Thanks to Steve Brown and Keiko Sugiyama for feedback on earlier versions of this article.

The Author

Marc Helgesen is author of many articles and books including *English Firsthand – New Gold edition* (Longman) and *Active Listening* (Cambridge). He is a Professor at Miyagi Gakuin Women's University, Sendai, Japan, and teaches in the Columbia University Teachers College MA TESOL Program-Japan. Email: march@mgu.ac.jp

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: "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); "Global Contexts" (submissions should describe language teaching in countries other than Korea), and "Training Notes" (submissions should address one teaching issue and give relevant practical solutions).

Reviews of books and teaching materials should be 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.

SEOUL

by Tory Thorkelson

Ask any member of Seoul chapter's membership or executive, and they're sure tell you that the chapter is busily revamping our image with a number of initiatives that both build on and complement what executives have done in the past.

What's Up in KOTESOL

edited by Kevin Landry

Attendance has been increasing steadily to the point where our meetings are standing room only and our membership is also increasing (although not quite as quickly as we would like!). Monthly speakers have been addressing issues like Motivation, CALL, Designing your own writing course, cognitive theory and educational practice and many more relevant speakers are planned for the coming months.

May is going to be an exciting month with the opening of our new webpage for Seoul Chapter (Thanks, Tim!) and a special monthly meeting dedicated to Young Learners if all goes as planned. We will also start work on next year's local conference which was cancelled this year because so many of our executive was new and a majority of us felt that we had plenty of work to do to return Seoul chapter to it's former glory.

On a sad note, our energetic and invaluable Vice-President, Roger Fusselman, decided to return to the states in mid March to continue his studies. He assured us all that he would be back, and we sincerely hope that is the case. On a happier note, a new Publicity Chair position has been created and Nicole Lower has been unanimously approved to take on this crucial role for our chapter. For those of you who would like to attend a meeting or just find out more about upcoming events, please visit us online at www.kotesol.org/seoul.

JEOLLA

by Allison Bill

As this report is being prepared, the Jeolla Chapter is deep in the planning stages for our annual Regional Conference - Exploring the Connections of Language Learning. As you are reading this, we hope you are using the new ideas and techniques your colleagues shared with you at the conference, and are not too jealous of those who won the door prizes. Please make a note on your calendars to join us again next April.

Our May meeting will be in Jeonju on May 10th, the tentative speakers are both from other chapters. Our final meeting this semester will be in Gwangju on June 14th. Our membership coordinator, Yeonsung Park, will be presenting.

We hope you have a great summer, whether in Korea or elsewhere, and we look forward to seeing you September 13th in Gwangju. If you are interested in presenting at one of our meetings in the fall semester, please contact our Chapter President, Phil Owen at (Email) phil_owen_99@yahoo.com. For more information on meeting times and locations, please visit our web site at www.kotesol.org/cholla. As a final note, if you have not been receiving monthly e-mails with meeting information, perhaps we have an out-of-date e-mail address for you. Please send e-mail address updates to (Email) cholla_kotesol@yahoo.com.

CHEONGJU

by Jim McMillan

With the arrival of the spring semester, regular monthly meetings have resumed. On April 28, we welcomed Jeolla Chapter Treasurer Tammy Fisher-Heldenbrand. Tammy addressed the critical issue of motivation in the EFL classroom. Meeting attendees were divided into groups to discuss the qualities of teachers who, in their own educational experiences, had been able to create and sustain motivation. Following group reports and a brainstorming session which collected and collated teacher attributes that participants

viewed as being necessary to providing a motivational environment, Tammy shared some of her own techniques that she has developed in her own experiences at the tertiary level in Korea.

At this meeting the chapter introduced a new feature which we think attendees will find useful and we hope to continue it in the future. Three members presented concrete activities which they have used successfully in their classrooms. Presentations at the April meeting focused on vocabulary consolidation and a phonological drill to help learners differentiate between minimal pairs.

At the May meeting, we were again indebted to the Jeolla Chapter. The President of the chapter, Phil Owen, gave a lively presentation entitled "Hear-Say? Activities". These are a fun way to review and practice numbers, vocabulary and pronunciation. Attendees learned how to easily prepare tailor-made "Hear-Say? Activities" for use in almost any classroom. Following Phil's presentation, three Cheongju chapter members demonstrated some of their own activities which have worked well in their classrooms.

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

SUWON-GYONGGI

by Kim Chang-sook

A new season has come. A new school year has started. And the first meeting of 2003 of Suwon-Gyeonggi Chapter was held at the University of Suwon on April 12th, attended by 54 enthusiastic teachers and college students. The classroom was full of expectations and enthusiasm. The presenter was Scott Miles, an associate professor at Seogang University, who has a gorgeous smile and a great sense of humor. First, he spoke to us about Asian based textbooks. Asian language learners have special needs and interests that too often go unmet by textbooks developed

for an international audience. Therefore, when s/he chooses a textbook, a teacher should consider level of material and pace, relevant content and Asian styles such as a need for structure and visual learning style. In the second session, he spoke on "Reading for Purpose and Results". Text-plus-comprehension questions cannot be a motivation for students to read. Accordingly, he introduced some ideas for pre-reading, while-reading, and post-reading phases. For example, a teacher could present the RIGHT kinds of questions BEFORE reading to motivate reading and make students have a purpose. The next Suwon-Gyeonggi chapter meeting is held on May 10th.

DAEGU-GYEONGBUK

by Julie Stockton

The Daegu-Gyeongbuk chapter has been busy. Kevin Parent shared his experience using the video camera to develop students' English skills. He has had great success having students both write and act out mini-movies, but felt their best videos were documentaries. Video activities also help develop second language learners' awareness of pronunciation and inflection. Students can actually "see" their own speaking and evaluate their pronunciation and inflection. Using video has really enabled students to realize English speech patterns and has produced an interest in creating a more natural sounding English.

The English speech contest was the focus of our April meeting. Almost every university has some kind of speech contest. Secondary teachers are also pleased when their students perform well at English speech contests. Brian Hildebrand's presentation about effective public speaking was very practical and informative. He was poised as he demonstrated focusing on specific skills and tasks. From what to do with your hands to how to improve pronunciation and stress (inflection), we enjoyed practicing these together.

We also enjoy meeting new people and getting to know each other better. Visiting around the book table, talking over tea and cookies, and finding out what each other did over the winter break are all part of our social half hour. It's nice to catch up

with each other and have time for a brief chat. You meet the nicest people in that first half hour. Come and join us; you'll really enjoy yourself. Learn more about our chapter at <http://www.kotesol.org/daegu/>

GANGWON

by Ryan Cassidy

The spring semester is quickly drawing to a close and with it the first year of Gangwon KOTESOL.

May officially marks the first birthday of Gangwon KOTESOL. Looking back it seems fair to say that our first year has been a successful one, having grown from nothing to a functioning, forty some member chapter. Now seems a good time to both reflect on the past year and to make plans for those to come.

The past year has been a learning process for everyone. Virtually from day one, Gangwon KOTESOL has had lots of people volunteer to lend a hand, including a core group of members that regularly travels to attend chapter meetings. Many hands have made light work. This bodes very well for the future of our chapter.

For the coming year, the challenge before the next chapter executive is to draw more of our members to that core. I would also like to see an "event" of some description emerge on our calendar for the coming year. I invite all chapter members to consider a position on the executive and to become part of that team.

I look forward to discussing next year's plan with all of you in June.

BUSAN-GYEONGNAM

by Patrick M. Guilfoyle

On Saturday March 29th, we had a very interesting meeting. Dr. Peter Nelson of Chung Ang University presented his noted presentation "Teaching Stress, Intonation & Rhythm". Dr. Nelson's presentation was well received by those in attendance especially by Korean educators who sometimes face challenges teaching a

language that is not their mother tongue. Dr. Nelson's presentation armed attendees with the basics for making the task of teaching pronunciation less daunting. Important topics covered were stress placement, intonation and rhythm.

April's meeting was for those who are interested in cross-culturalism. Mr. Paul Mead, KOTESOL's national 2nd VP teaches at Dongju College in Busan. He comes from New Zealand and is currently completing an MA in Applied Linguistics. He is very interested in Korean culture and enthusiastically promotes cross-cultural discussion within KOTESOL. In his symposium, attendees had a chance to discuss the process of cross-culturalism and concerns that occur between individuals and in organizations such as schools, universities, hagwons and in KOTESOL.

We warmly invite you to participate in our upcoming events.

KTT

by Douglas Margolis

As we approach the steamy season of Korean summer, you might want an important trick for surviving the heat. One that has helped me through the last eight summers is sneaking off to the leafy bowers of the mountains. You may think hiking in humid conditions would only make matters unbearable, but the mountains here reward pilgrimages to their peaks with kind and refreshing breezes. Such compensation makes walking into a classroom easier and might help you liven up your rapport with students.

Anyway, if you can't get a hold of me at my office, now you have an idea about where I might be. I have been the coordinator of KOTESOL Teacher Training since April, 2000. Fortunately, the University of Hawaii accepted me into their PhD program in Second Language Studies; so I must resign from my KTT post. However, I'm pleased to announce that Dr. Peter Nelson, a long time KTT presenter, has agreed to carry us forward into new and exciting days ahead.

continued on page 23

Calendar

compiled by
Louie L. Dragut

CONFERENCES

- May 31 '03** Korea Communication Society Conference, Cheongju University, Cheongju, Korea.
- Jun 6-7 '03** "Computer-Enhanced Language Learning: Secondary and Tertiary Environments, Processes and Products" Third International IT and 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) lconf03@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) 02-461-9827 (Web) <http://society.kordic.re.kr/~kasell>
- Jun 26-28 '03** "English Language Policy and Curriculum" KATE International Conference. Daejeon, Korea. Contact: Dr. Lee Hwa-ja (Tel) 82-(0)61-750-3327 (Email) Lhj@sunchon.ac.kr (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, Seoul. Contact: (Web) <http://www.kafle.org>
- Jul 31- Aug 2 '03** "Strategies for the Future in Foreign Language Education: Media, Cognition and Communication," Japan Association for Language Education and Technology (LET), 43rd National Conference, Osaka, Japan. Contact: (Email) PFB01373@nifty.ne.jp (Web) <http://www.LET-kansai.net/LET2003information-e.html>
- Aug 6-8 '03** Second International Conference on Speech, Writing and Context, Osaka, Japan. Contact: Hiromi Murakami (Email) hiromim@kansai-gaidai.ac.jp (Web) <http://www.kansai-gaidai.ac.jp/teachers/toyota/ICSWC2.htm>
- Aug 15-17 '03** "Literacy: Bridging Past, Present and Future" International Literacy Conference, Penang, Malaysia. Contact: Dr. Amby Handphone (Tel) 60-16-4516456 or 60-4-6534181 (Fax) 60-4-6573975 (Email) ambiga@usm.my
- 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, Busan, Korea. Featured Speaker is Dr. Stephen Krashen. Contact: (Web) <http://www.yetahome.com>
- Sept 27-28 '03** Peace as a Global Language Conference, Tokyo, Japan. Contact: Keiko Kikuchi (Email) kikuchik@tiu.ac.jp (Web) <http://www.elcalendar.com/PGL2003>
- Oct 18-19 '03** "Gateways to Growth: Exploring ELT Resources" The 11th Korea TESOL International Conference, Seoul, Korea. Contact: (Web) <http://www.kotesol.org>

- Nov 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. Contact: Professor Leung, Yiu-nam (Email) etaroc2002@yahoo.com.tw (Web) <http://www.eta.org.tw>
- Nov 7-9 '03** "TEFL in Asia: Emerging Issues" Inaugural Asia TEFL International Conference, Hotel Nongshim, Busan, Korea. Featured Speakers include Amy Tsui and Bernard Spolsky. There will be NO REGISTRATION FEE for presenters or for participants who preregister during the pre-registration period of September 1st - October 7th. Those registering at the Conference will be charged a 25,000-won (US\$20) registration fee. Lunch will be provided for all participants free of charge. More details to follow.
- Nov 21-23 '03** "Keeping Current in Language Education" JALT 29th National Conference, Shizuoka, Japan. Contact: (Web) <http://www.jalt.org>
- Dec 6 '03** "Foreign Language Education in Korea: Past, Present and Future" Applied Linguistics Assn of Korea, Sungkyunkwan University, Seoul, Korea. Plenary Speakers are Susan Gass, Michigan State University (President of ALLA), Yong Moon, International Graduate School of English (President of IGSE), Oryang Kwon, Seoul National University (President of KATE). Contact: Prof. Chang-Bong Lee, Conference Chair, The Department of English Language and Culture, The Catholic University of Korea, (email) cblee@catholic.ac.kr
- Dec 8-10 '03** "Adapting to New Realities: Prospects, Perspectives and Possibilities" The 8th English in Southeast Asia Conference, Kuala Lumpur. Contact: The Secretariat (Email) habibah@um.edu.my or fbl_@um.edu.my
- Dec 17-19 '03** "ELT in a Globalized World: Innovations and Applications" 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 TESOL Conference, Long Beach, California. Info (Web) <http://www.tesol.org>
- Apr 13-17 '04** 38th Annual International IATEFL Conference, Bourmouth, England.
- Jun 24-27 '04** PAC5, Vladivostok. Contact: Stephen Ryan (Email) ryanyama@hcc5.bai.ne.jp

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

CALLS FOR PAPERS

- Deadline Unknown for Sept 20 '03** "Making the Transition: Moving from the Classroom to the Real World" KETA Fall International Conference, Busan, Korea. Contact: Maeran Park (Email) mrpark@pknu.ac.kr (Phone) 051-620-6687 (Web) <http://www.yetahome.com>
- May 31 '03 for Dec 17-19 '03** "ELT in a Globalized World: Innovations and Applications" Bangkok, Thailand. Contact: Kanwipa Ridhiprasart (Email) kanwipa.r@chula.ac.th (Web) <http://www.culi.chula.ac.th/culiright.html>
- June 15 '03 for Dec 8-10 '03** "Adapting to New Realities: Prospects, Perspectives and Possibilities" The 8th English in Southeast Asia Conference, Kuala Lumpur. Contact: The Secretariat (Email) habibah@um.edu.my or fbl_@um.edu.my
- June 15 '03 for Dec 6 '03** "Foreign Language Education in Korea: Past, Present and Future" Applied Linguistics Assn of Korea, Sungkyunkwan University, Seoul, Korea. Plenary Speakers are Susan Gass, Michigan State University (President of AILA), Yong Moon, International Graduate School of English (President of IGSE), Oryang Kwon, Seoul National University (President of KATE). 500 word abstracts are solicited for 30-minute presentations (20-minute talk and 10-minute discussion) in all areas of applied linguistics. Please include the following information: name, affiliation, mailing address, phone numbers,

and e-mail address in your WORD or Hangul 3.0 file attachment, sent to Prof. Chang-Bong Lee, Conference Chair, The Department of English Language and Culture, The Catholic University of Korea, (email) cblee@catholic.ac.kr.

Aug 15 '03 for Nov 7-9 '03 "TEFL in Asia: Emerging Issues" Inaugural Asia TEFL International Conference, Hotel Nongshim, Busan, Korea. Featured Speakers include Amy Tsui and Bernard Spolsky.

The abstract should consist of 500-1,000 words with the title at the top of the page and the name of the presenter(s) and their affiliation below the title on the right. Biographical data should not exceed 100 words and should be written on a separate sheet in the third person. Thirty minutes are allotted for a paper presentation, and sixty minutes for a workshop or colloquium.

Send the presentation proposal with the abstract and biographical data to Dr. Jay Myoung Yu, Conference Chair (Email) jeyu@sch.ac.kr

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.

"Siggy" Sez:

Think SIGs when you are looking for a bright idea.

For more information, contact

Paul Mead

KOTESOL 2nd Vice President

at the contact details provided in the "Who's Where" section in this issue.



continued from page 21

KTT, as you know, aims to bring ideas for improving English teaching to KOTESOL members and other teachers throughout Korea. Ideas as simple as the mountain hike above and as complicated as techniques for developing quality assessment systems, better pronunciation instruction, or appropriate error correction methods. We currently have about 15 presenters and are always interested in finding people with teacher training experience and interest.

This year KTT is planning a special training event for Seoul Metropolitan Public High School teachers and pre-conference workshops at the KOTESOL International conference this fall. For more information about how you can get involved in these activities, try emailing us (see contact information in this issue).

TED SIG

by Shannon Tanghe Yu

Now that spring has sprung, there have been a variety of new topics raised in recent discussions on this teacher education and development SIG. Current topics range from the teacher's role in the classroom, to which diagnostic tests are most effective to the proper title for an English teacher/professor in the Korean University system and other situations. What do you think about these issues? Add you two cents worth and get involved in the online discussions.

Cooperating educators have also been working together and sharing some of their favorite teaching sites and different

successful lessons plans and ideas proven in their classrooms. A check in the archives will bring up lots of information on some potential long-term projects, including useful ideas for ways to incorporate video creation technology as a means of enforcing and teaching English skills.

If you are interested in these or any other topic related to teacher education and development, we invite you to check out this SIG and become a part of this online community. Check out the site for the current May topics—should be some interesting new ones up!

Community members are always up for an interesting debate or to help others out with some information. Come and share your own ideas and discuss teaching related issues with other educators.

Who's Where in KOTESOL

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*It's not too soon to start thinking about
elections*

for local and national offices.

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Teacher Development & Education SIG

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Global Issues SIG

Robert McKane, Facilitator (O) 031-297-0609
(Email) <rmckane@hotmail.com>

CALL SIG

the CALL SIG is looking for a facilitator. Contact Paul Mead
(Cell) 019-463-0582, (Email) <mead98410@hotmail.com>

Young Learners SIG

Jake Kimball, Facilitator (O) 053-782-2330
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Writing & Editing SIG

Adam Turner, Facilitator (Email) <ifli@hotmail.com>

English for the Deaf

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KOTESOL PAST PRESIDENTS

Scott Berlin, 1993-94

Dr. Kim Jeong-ryeol, 1994-95

Dr. Oryang Kwon, 1995-96

Dr. Park Joo-kyung, 1996-97

Carl Dusthimer, 1997-99

Dr. Han Sangho, 1999-00

Dr. Andrew Finch, 2000-01

Dr. Hyun Taeduck, 2001

Dr. Robert J. Dickey, 2001-2002

The Korea TESOL Journal

Information for Contributors

Editorial Policy

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

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

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

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

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

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

Submission Categories

The KOTESOL Journal invites submissions in three categories:

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

II. Brief Reports and Summaries. The *Korea TESOL Journal* also invites short reports (less than 1,500 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced studies are appropriate for summarization.

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

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

Inquiries/Manuscripts to:

Dr. Sangho Han, Editor-in-Chief and Robert Dickey, Managing Editor at

KOTESOL@chollian.net

Submissions received before September 1st will be considered for publication in
Korea TESOL Journal Volume 6 (Fall/Winter 2003).

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

Resume Building...

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

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

Papers are welcomed in KOTESOL's two periodic publications: *Korea TESOL Journal* and *The English Connection (TEC)*. *KOTESOL 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 International conferences, 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 *The English Connection* and in announcements on the email discussion list KOTESOL-L and via direct emailings to members.

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

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

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

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

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

Volunteer:

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

KOTESOL

Special Interest Groups

*Bringing together like-
minded professionals.*

visit the national KOTESOL website:
www.kotesol.org

SIG FAQs

What does SIG mean?

SIG stands for *Special Interest Group*. SIGs are organized around specific areas of ELT. SIGs allow KOTESOL members to meet other ELT professionals with whom they can discuss issues and topics that are relevant to their particular interests.

What can SIGs do?

Common SIG activities include reading and discussing new books and publications, conducting action research within the classroom and reporting findings to the SIG members, publication of a newsletter, developing materials, hosting speakers and holding meetings or hosting mini-conferences.

How can I join a SIG?

The first step to getting involved is contacting the Facilitator. Each SIG operates independently and activities and meeting times will vary according to the needs of its members.

What is the difference between a SIG and a Chapter?

SIGs are organized according to the interests of its members rather than according to where one lives. When you join KOTESOL you still indicate which Chapter you would like to be a member of. The SIGs are part of the national program of KOTESOL. Participation in SIG activities is a benefit of KOTESOL membership. Some SIGs conduct most of their communication and activities via the internet because of the distance between members' home towns.

- *Interact with other teachers and enhance your knowledge and skills.*
- *Gain new insights into learning and teaching.*
- *Develop networks for research collaboration and ideas and feedback on individual projects.*
- *Cooperate and liaise with international ELT associations to promote professional development and disseminate information.*

Contact SIG Facilitators

Research SIG Facilitator

David Kim
Yonsei University, Seoul
kdi@yonsei.ac.kr
Tel. 031 271 3303
Cell 017 273 6305

Teacher Development SIG Interim Facilitator

jen lalonde
Hannam University, Taejon
j_lalonde@hotmail.com
Tel. 042 624 3835 or 042 629 7771
Cell 018 851 3835

Oral Testing SIG Facilitator

David Dugas
Taejon University, Taejon
dwdugas@yahoo.com
Tel. 042 280 2465 or 042 255 2992
SIG Website:

<http://groups.yahoo.com/group/teslotsig>

Global Issues SIG Facilitator

Robert McKane
Sungkyunkwan University, Suwon
mckane@hotmail.com
Cell 016 475 4227

Constitution & Bylaws of Korea TESOL

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

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

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

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

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

V. Officers and Elections 1. The officers of KOTESOL shall be a President, a First Vice-President, a Second Vice-President, a Secretary, and a Treasurer. The First Vice-President shall succeed to the presidency the following year. Officers shall be elected annually. The term of office shall be from the close of one Annual Business Meeting until the close of the next Annual Business Meeting.

2. The Council shall consist of the officers, the immediate Past President, the chairs of all standing committees, and a representative from each Chapter who is not at present an officer, as well as the KOTESOL General Manager. The Council shall conduct the business of KOTESOL under general policies determined at the Annual Business Meeting.

3. If the office of the President is vacated, the First Vice-President shall assume the Presidency. Vacancies in other offices shall be dealt with as determined by the Council.

VI. Amendments This Constitution may be amended by a majority vote of members, provided that written notice of the proposed change has been endorsed by at least five members in good standing and has been distributed to all members at least thirty days prior to the vote.

Bylaws (Adopted April 1993 Ammended March 1998)

I. Language The official language of KOTESOL shall be English.

II. Membership and Dues 1. Qualified individuals who apply for membership and pay the annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

2. Private nonprofit agencies and commercial organizations that pay the duly assessed dues of the organization shall be recorded as institutional members without vote.

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

III. Duties of Officers 1. The President shall preside at the Annual Business Meeting, shall be the convener of the Council, and shall be responsible for promoting relationships with other organizations. The President shall also be an ex-officio member of all committees formed within KOTESOL. The first and second Vice-Presidents shall cooperate to reflect the intercultural dimension of KOTESOL.

2. The First Vice-President shall be the supervisor of the Chapters and work with the Council representatives from each Chapter. The First Vice-President shall also undertake such other responsibilities as the President may delegate.

3. The Second Vice-President shall be the convener of the National Program Committee and shall be responsible for planning, developing and coordinating activities.

4. The Secretary shall keep minutes of the Annual Business Meeting and other business meetings of KOTESOL, and shall keep a record of decisions made by the Council. The Treasurer shall maintain a list of KOTESOL members and shall be the custodian of all funds belonging to KOTESOL.

IV. The Council 1. All members of the Council must be members in good standing of KOTESOL and international TESOL.

2. Five members of the Council shall constitute a quorum for conducting business. Council members shall be allowed to appoint a qualified substitute, but that person shall not be allowed to vote at the meeting.

3. The KOTESOL General Manager (GM) shall be an equal member of the Council in all respects, except that the GM will be excluded from deliberations and voting concerning the hiring, compensation, retention, discipline, or termination of the GM or affecting the position of GM. The GM serves as Chief Executive Officer for KOTESOL, and retains such authority as is vested by the action of the Council for day-to-day management of KOTESOL activities.

4. Minutes of the Council shall be available to the members of KOTESOL.

V. Committees 1. There shall be a National Program committee chaired by the Second Vice-President. The Committee will consist of the Vice-Presidents from each of the Chapters. The Program Committee shall be responsible for planning and developing programs.

2. There shall be a Publication Committee responsible for dissemination of information via all official publications.

3. The Council shall authorize any other standing committees that may be needed to implement policies of KOTESOL.

4. A National Conference Committee shall be responsible for planning and developing the Annual Conference. The National Conference Committee Chair shall be elected at the Annual Business Meeting two years prior to serving as Chair of the National Conference Committee. This person shall serve as Cochair of the National Conference Committee for the first year of the term. In the second year of the term the Cochair shall become the Chair of the National Conference Committee.

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

VI. Chapters 1. A Chapter of KOTESOL can be established with a minimum of twenty members, unless otherwise specified by the Council.

2. The membership fee shall be set by the Council, 50% of which will go to the National Organization, and 50% will belong to the Chapter.

3. The Chapters will have autonomy in areas not covered by the Constitution and Bylaws.

VII. Parliamentary Authority The rules contained in Robert's Rules of Order, Newly Revised shall govern KOTESOL, in all cases in which they are applicable and in which they are not inconsistent with the Constitution and Bylaws.

VIII. Audits An audit of the financial transactions of KOTESOL shall be performed at least (but not limited to) once a year as directed by the Council.

IX. Amendments The Bylaws may be amended by a majority vote of members provided that notice of the proposed change has been given to all members at least thirty days before the vote. The Bylaws may be amended without such prior notice only at the Annual Business Meeting, and in that case the proposal shall require approval by three-fourths of the members present.

The approved minutes of recent KOTESOL Council meetings may be found on the website.

KOREA TESOL MEMBERSHIP INFORMATION

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

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

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

MEMBERS ...

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

Regular Membership, Annual dues are 40,000 won.*

Undergraduate Student Membership, Annual dues are 20,000 won.*

International Membership, Annual dues are US\$50.*

Lifetime Membership, Lifetime dues are 400,000 won.

Educational/Institutional Membership & Associate/Commercial Membership, see the website.

* **Period of membership**: 12 months, from the month of application to the 1st day of the 12th month following that date.

* **Renewals** shall run for a full 12 months. Membership expiry date: 1st line of address label used to mail *TEC* magazine.

We need your feedback, active participation and help! Join us!

www.kotesol.org

Email: KOTESOL@chollian.net

Rev. 2002-01-10

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." 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 (75,000 won/2-year) **NEW!!**

Payment by Cash Check Online transfer Please make online payments to 대한민국영어교육학회(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:

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

Date: _____ Signature: _____

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

Anyone can join KOTESOL by attending a local chapter meeting.

New Fax Number!!!

www.kotesol.org

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