



KOTESOL

대한영어교육학회

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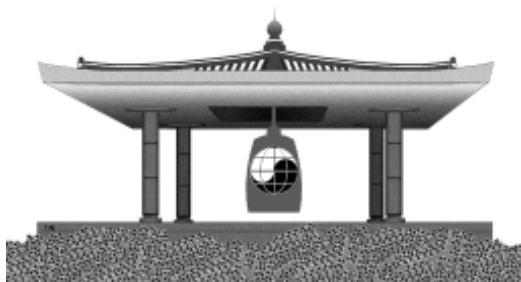
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Calls for Papers, Conferences,
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and much, much more!



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 4

Korean speakers learning English experience hardships due to differences between the sound segments and syllable structures of the two languages. Studying the segments and syllable structures contributes to reducing departures from "phonetic norms of the language" (Prator, 1971, in Morley, 1991). The

pictorial sound segments of English encode speech and learners are able to know the pronunciation by locating a word in a dictionary, however, the written form of a word still lacks reliability as a guide to its pronunciation (Pennington, 1996, p. 183).

Learning English Pronunciation by Contrasting with Korean

by *Kevin Landry*

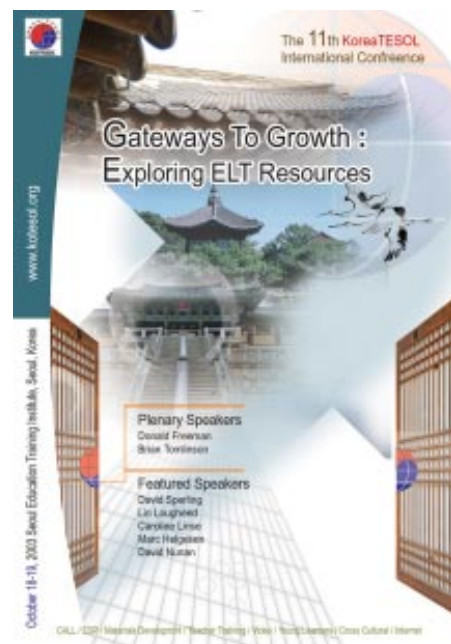
Comparing the Korean language to English with established Phonetic symbols (see IPA chart) shows that the

written form is often misleading when Romanized. The structure of English loan words in Korean is restricted and hinders learners from gaining intelligible English pronunciation. Difficulties stemming from these differences can be useful for a language teacher planning pronunciation lessons or could be incorporated into an exercise that has another focus.

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July, 2003

Email us at KOTESOL@Chollian.net



www.kotesol.org

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The *Korea TESOL Journal*, a refereed journal, welcomes previously unpublished practical and theoretical articles on topics of significance to individuals concerned with the teaching of English as a foreign language.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 “national-level” scholarly journal.

Submission Categories

The *Korea TESOL 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 format. Figures and tables should each be in separate files; bitmap files (.bmp) are preferred. Hardcopy versions may be requested at a later time.

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



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THE ENGLISH CONNECTION

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

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The articles and opinions contained herein are solely those of the individual authors and do not necessarily reflect the policies of KOTESOL or the opinions of the editors, officers of KOTESOL, or individual members.

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Evaluation and Reflection

The spring semester has recently come to a close at our elementary, secondary, and tertiary schools. At this time, I pause to think about the courses I have taught, and plan to reflect on the courses more during the vacation. But what can easily happen is that I forget my plan and spend the whole vacation doing something else, and return for the fall term without fully reflecting on what I had done in my classes, and what my students had said in their course evaluations.



Sangdo Woo

President's Message

by
Dr. Sangdo Woo

I now would like to give some thought to how we can get better feedback from students at the end of the semester, and make a couple of suggestions for personal and professional development. Most schools, including mine, ask students to evaluate each course with 20 or more five-point-scale questions. I think that students are not very serious in answering these questions because they do not think the teachers and school will take them seriously. The mean scores for each question may give teachers a general idea of what the students in each class think about the course, but not the detailed feedback that teachers need to make the course better suited to future students.

To supplement the school evaluation form, I usually ask students to respond to my own questions about the course. I do not ask students to write a long essay, but rather ask them to write brief remarks, which students find easy and not troublesome. The questions include student evaluation of textbooks, class management, teaching method, assignments and presentations, evaluation method, and other class matters. I assure the students that I will read the evaluations only after I report their final course grades. While reading their evaluation sheets, I make notes from their comments and suggestions. Compared to the five-point-scale evaluation, this method is less objective and quantitative, but the students' evaluation and written comments have a lot more to offer about what students really think about what you

are doing in the classroom. They give you a glimpse of your classroom from your students' perspective. The students' evaluation and comments have given me enormously useful feedback and ideas for the betterment of my classes – feedback and ideas which I would not have had if I hadn't asked. Sometimes the students' comments are really significant, bringing to light things that I had not recognized myself, and at other times I am really surprised by the little things that bothered students in class but which I thought nothing of.

If you have not listened to your students' voices, it is really worth the time and effort to ask them what they think about your classes. Students often hesitate to tell their teachers what they really think unless they are asked, and are assured that their remarks will not affect their grade. Use the students' comments for your professional development and course improvement.

Similarly, I ask you, as KOTESOL members, to reflect upon our organization and give us your feedback so that we may better serve you and improve our organization. I am sure that many of you have ideas and comments that would be very beneficial to the national and chapter officers in making improvements. But first we must know what they are. In the "Who's Where in KOTESOL" section of this and every issue of *The English Connection*, you will find contact information for me, the members of the Executive Council, and chapter officers. Make your thoughts known to us so that we may help you make KOTESOL better serve all of us.

Pronunciation . . .

continued from the front page

Phonology is central to the creation, observation and effect of speech socially and linguistically (Pennington 1996: 6). A better understanding of verbal constructs will hopefully facilitate improvement in both learners as well as teachers. In addition, a detailed analysis of the differences between two languages suggests areas that are troublesome and ideas for overcoming inherent interference from earlier systems. Students cannot and should not be expected to sound exactly like an idealized native speaker (Esling, 1987, p. 468-9) but should be striving for comprehensibility.

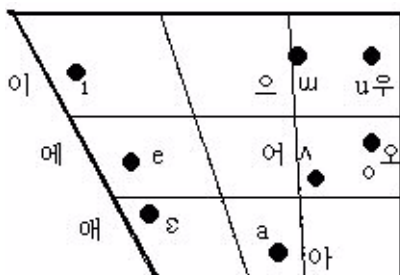
The Value of Contrastive Analysis

A Contrastive Analysis (CA) compares the linguistic systems of two languages (Richards, Platt, & Platt, 1992, p. 83). In this study Korean and English are compared assuming; Interference causes difficulty in learning English, Contrastive analysis (Wardhaugh, 1970) attempts to predict these difficulties, and teaching materials can make use of contrastive analysis to reduce interference. Although, segments of English and Korean can be isolated and described, other suprasegmental features contribute to subtle differences, difficult to include in a simple pictorial representation. The various segments are similar but, in fact contain vast amounts of information coded differently according to the system's conventions.

An Overview of English

The IPA charts are an attempt at symbolizing all possible utterances but

Figure 1. Vowels of Korean shown with Phonetic equivalents (from Kim, H. K., 1999)



Korean speakers learning English are not required to articulate all of them. There is a great diversity of English used around the world (McNamara, 2000 in Park, 2001) for international communication. Pronunciation of a form of internationally intelligible English should be developed as a goal redefining pronunciation error (Jenkins 2000, in Park, 2001) for learner-centered teaching in Korea.

The problem, which arises when trying to teach appropriate English, is what manner of pronunciation is desired. Actually most of the segments of Received Pronunciation and General American are similar if not the same with few deviations from one another. The dialect a student will use depends on exposure and experience. His/ Her English accent will vary according to circumstances but can sound appropriate

Korean in Brief

The Korean language is somewhat similar to English in that the written word can be sounded out, but differs in some aspects. Reading and Writing is taught at a young age and all Korean students learning English are influenced by already knowing the written and sound system of their first language. The obvious problems arising from simple differences in the two sound systems include:

1. One Phoneme is used for /l/ and /r/ sounds in Korean.
2. Adjacent segments determine /s/ in Korean.
3. /v/, /p/ and /b/ are considered the same in Korean.
4. There are no 'th' sounds in Korean.
5. There is no /z/ in the language in Korean.

6. /h/ and /f/ are one in the same in Korean.
7. /i/ has been transcribed as /I/ in Korean.
8. 'w' is not voiced in Korean.

Typically, Koreans learning English expect letters in English to represent the same sound all of the time. For example; the Korean symbol for /o/, represents the same pronunciation in all occasions. It is always said as the 'o' in 'go' but the English 'o' can be found in 'hot' and is said much differently. Korean names for companies, products, and places are written in Hangul, the Korean language, and have a phonetic equivalent written with the English alphabet.

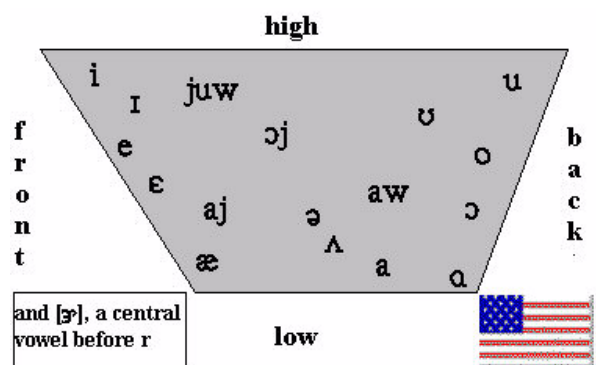
When a Korean speaker is learning to speak English some other difficulties arise including:

1. Lip rounding
2. Intonation
3. Rhythm
4. Voice Onset Time.

Vowels in Common

The vowel sounds that are not easily found in Korean may trouble learners of English at first by means of transfer interference. Although, slight variation may not cause an entire break down in communication confusion of minimal pairs impairs understanding. Four vowel pairs identified by Nilsen & Nilsen (1987) as being difficult for Korean speakers were selected by Kim & Margolis (1999, p. 95) to test pronunciation of English vowels. The contrast between: /I/-iy/, (as in *eat*, *it*), /e/-a/ (as in *men*, *man*), /u/-oo/ (as in, *pull*, *pool*), and /schwa/-ou/ (as in, *but*, *bought*)

Figure 2. Common Representation of American English Pronunciation (from Dillon, 2003).



indicated successful mastery of vowel criteria. These charts depict certain vowel sounds utilized by individual language systems.

These two figures only offer a glimpse of the differences between Korean and English vowels. A closer look at the segments of each language reveals additional differences.

Korean has an interesting feature of expressing degree in vowel pronunciation. Using a higher vowel modifies the strength of some words. The change is systematic /e/ moving up to /i/, and /o/ moves up to /u/. This subtle change in vowel signifies stressing of a word and acts as intonation would in English. The change in vowel sound can show how strong an adjective is such as hot, very hot, and really, really hot. The notion of certain vowel changes in Korean having distinct meaning reinforces the belief that English words must be pronounced one way for them to be thought of as proper.

for the scope of this article but their investigation illuminates the complexity of analyzing segments. Consonantal assimilation in Korean follows the hierarchy wherein “dentals assimilate to labials, palatals, and velars, but labials and palatals only assimilate to velars” (Ahn, 1995, p. 176).

Pedagogical Implications

The written form of Korean used to represent English does not show students a natural pronunciation of English vowels. The words “pen” and “pan” end up usually said the same or at least sounding the same. The ‘wh’ sound in “would” is difficult for learners to express, so only “uld” is said. The Korean language has a very long voicing lag for certain stops, so Korean speakers speaking English have to shorten the voicing lag (Pennington, 1996, p. 53). The onset of voicing in unaspirated, moderately aspirated, and strongly

rather than lone sounds. The message expressed is more important than any difficulty with a component. Exercises on form and explanations raising consciousness in learners assists intake (Corder 1981).

By examining difficulties in individual sounds it is hoped that overall expression will become easier. Concentration on words, phrases and entire dialogues cannot be overlooked. The learner as a whole should be considered as someone trying to get across meaning. Focuses on small parts of the whole picture have to be balanced with other work on different areas of concern. Skills and strategies to becoming a competent user of English are not easily pre-packaged and explained. However, researchers interested in finding the best way to teach attempt to discover tools to help both teachers and learners.

Learners are ultimately left being solely responsible for their own development. Individual sounds are a tangible aspect of

Figure 3. Classification of vowels in Korean (from Kim, E. Y., 1995, p. 198)

	front	back	
[+high]	[i]	[ɨ]	[e] [u]
[-high]	[e]	[a]	[o]

Differing Consonants

Nilsen & Nilsen’s (1986) glossary of consonant contrasts indicates seven consonants difficult for native speakers of Korean. Their list includes /l/, /r/, /f/, /v/, /th/ and /z/. In addition to individual segments, specific combinations of vowel and consonants seem difficult for some Koreans (Lane 1997, in Kim & Margolis, 1999, p. 95). Variations of plural endings and variations of past tense endings can be used as indicators to test acquisition. Absence alone deso not account for all difficulties, as Korean speech rules interfere as well (Han, 1997).

The fact that Korean symbols are not written in a linear manner but within an individual diagram allows location to determine other aspects of pronunciation, i.e. a Korean word ending in /s/ will only be pronounced if the following onset is not a consonant. Attempts to describe the causes of assimilation may be too in-depth

aspirated stops in Korean each have a different mode of vibration of the vocal folds (Abberton, 1972, p.71 in Laver, p. 353)

ESL teachers need to be educated in current issues of phonetics and phonology. In addition, speech activities, tasks, materials, methodologies, and techniques have to be further developed (Morley, 1991). A bottom-up approach to teaching pronunciation teaches the segments and

pronunciation that can be used as a springboard in a class of students. Learners with similar linguistic backgrounds can benefit from knowing pronunciation differences between their first and second languages (Dalton & Seidlhofer 1994). In EFL contexts, teachers trained to teach ESL may be overlooking opportunities that only surface when learners have the same first language. Korean learners have difficulty with certain parts of English pronunciation

The dialect a student will use depends on exposure and experience.

assumes suprasegmentals will come later. Although the small parts of language are appealing to focus upon they are affected by other features in English. Rhythm, intonation and tone collaborate and affect individual sounds. Comprehensible communication itself should be prioritized

and deserve to have courses that cater to their specific needs. Courses dealing with pronunciation work in conjunction with other aspects of learning English.

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Why Do We Assess Students Anyway?

by Sang K. Hwang

At present, students are required to take many tests every week. In addition to the stress the children are feeling, it also increases the teachers' daily load. Why do we assess students? Is it simply because of the requirement by the district, or is it to improve instruction and learning? We know that even though it is required by the state, assessment should lead teachers to reform their instructions. Block (2003) argues that readers and writers progress most quickly when explanations about ways to improve occur at the point of need. Finding the right approach at the right time is critical when teachers make instructional decisions. Diagnoses of individual students' needs are best when drawn from the vast field of valid and reliable measures – both informal and formal. Previously I noted that both the informal classroom observations and the formal testing help teachers design an appropriate instructional lesson plan to scaffold the student's ability in reading (Hwang, 2001).

What should our priority be when we use as specific assessment tool? Routman (2003) presented several questions that teachers need to ask when using assessments:

1. Is this a valid and useful assessment?
 2. How am I using this assessment?
 3. What goals am I setting?
 4. Who else do I need to inform?
- (p. 99).

For the purpose of examining these questions, in this paper we will consider the issue of reading assessments.

Currently, there are three types of published reading tests available in education: (1) Survey Tests, (2) Study Skills Tests, and (3) Diagnostic Tests (Taylor, Harris, Pearson, & Garcia, 1995). The survey reading test was designed to measure a student's general reading performance. It is a norm-referenced formal test that typically assesses two areas of comprehension and vocabulary. The survey reading test ranks children from high to low for the sake of comparison. Gates-MacGinitie is a good example of the survey reading test.

Study skills tests measure the application of reading skills to meet a need for information, whereas diagnostic reading tests were designed to identify students' strengths and weaknesses in learning to read. The diagnostic reading test measures more subskills, including phonemic awareness, graphophonemic knowledge, word lists, and comprehension, in comparison to the survey reading test, which measures only two areas - comprehension and vocabulary. The diagnostic reading test can be administered individually (e.g., Woodcock reading mastery test) or in a group (e.g., Stanford diagnostic reading test).

In contrast to these, the Informal Reading Inventory, Miscue Analysis, The Running Record, and the Texas Primary Reading Inventory (TPRI) were all designed to identify individual students' competencies in reading and to help them become better readers and problem solvers. This provides more opportunities for students in regular classrooms to receive face-to-face informal tutoring sessions.

Inventory) assesses individual students' subskills of phonemic awareness, graphophonemic knowledge, and word reading in two separate sections – screening and inventory.

Recent reforms in assessment have led to the application of more comprehensive approaches in analyzing students' oral reading, involving miscue analysis and the running record. Miscue analysis has its own strengths in providing genuine information about the student's reading processes and strategies, emphasizing comprehension skills. It gives in-depth insights for planning appropriate lessons. On the other hand, The Running Record is beneficial in promoting decoding skills as a quick assessment tool. It also allows teachers to identify the relevant reading levels (e.g., independent, instructional, and frustration level) for the child.

However, there is no single perfect approach in assessment. Although miscue analysis provides a thorough comprehensive view to the reader, it has

However, there is no single perfect approach in assessment.

Each of these assessment tools has its own characteristics: Gates-MacGinitie is used for assessing K-12th grade students as well as adults' reading ability, while the Stanford diagnostic reading test is administered to students in Grades 4-10. The Stanford diagnostic reading test is given once a year (mid-year), and the Woodcock reading mastery test is administered to students in grades 1-6 in a pretest-posttest design in order to examine students' growth. The working time for the Stanford diagnostic reading test is 85-105 minutes, while the Woodcock reading mastery tests requires about 30 minutes.

In informal assessment, the major components of the Informal Reading Inventory include getting to know the student better through the interviews, providing word lists in isolation, and conducting the oral reading passages to check his or her comprehension. Similarly, the TPRI (Texas Primary Reading

been criticized as being an impractical, time-consuming task. Two major drawbacks are cited by the critics of miscue analysis.

1. Preparation of the typescript. It can be tedious and time consuming, and it involves such things as scanning or retyping the text, editing the text, making it double or triple spaced and then numbering the pages and lines.
2. Coding of each sentence for the entire text, and then calculating percentages for four different categories (syntactic acceptability, semantic acceptability, meaning change, and graphic similarity).

To overcome the time constraints in creating the typescripts for each story, teachers may simply make copies of the texts and enlarge them, if needed, so the teacher can mark between lines. In that

continued on page 22

Join the Festivities: KOTESOL 2003

It's getting to be that time of year again. Yes, Korea TESOL's main event is approaching and it's scheduled for two days – Saturday and Sunday, October 18 and 19, 2003. The Conference Committee is already busy making preparations for KOTESOL's main attraction, and the plans are to make this year's conference bigger and better than last year's.

One of the ways in which KOTESOL 2003 will be better is that it will be at a new location. Taking into consideration the needs of the presenters, conference-goers, and materials displayers, the Conference Committee (ConComm, as we call ourselves) has decided to hold the conference at the Seoul Education Training Institute (SETI). The venue is a newly built, ultra-modern educational facility with multimedia rooms and multimedia equipment installed in presentation rooms. It is also quite spacious, filled with easily-accessible conference rooms. SETI was built not much more than a year ago, and is located in Bangbae-dong in Seocho-gu.

Pre-registration at reduced rates is available over the Internet

Especially encouraging for this year is the number and quality of submissions that we have received in response to our call for presentations, both from within Korea and abroad. We are sure to have a wide variety of quality presentations to offer. Our bill of plenary and featured speakers is turning into a real "who's who in ELT." Under this year's conference theme of *Gateways to Growth: Exploring ELT Resources*, we will be assembling some of the biggest names in the field.

One of our plenary speakers will be Dr. Donald Freeman of the School of International Training in the US. A past president of TESOL, Dr. Freeman has written extensively on teacher training and teacher research. The other plenary speaker will be Dr. Brian Tomlinson of Leeds Metropolitan University, UK. Dr.

Tomlinson is founder and president of the Materials Development Association, and has published considerably in the field of materials development.

In addition to our plenary speakers we will have five outstanding featured speakers gracing our invited speakers list. The first to accept an invitation was David Sperling of *Dave's ESL Café* fame. Mr. Sperling has for years wanted to get to Korea where his website is so popular, and that is now becoming a reality. Formerly at California State University - Northridge, Mr. Sperling is a pioneer and expert in the area of ESL and the Internet. He now devotes himself fulltime to the *ESL Café* and to writing Internet activity materials. The other David on our bill is Dr. David Nunan. Dr. Nunan is at the University of Hong Kong and has published over 30 books and 100 articles and reports in the areas of curriculum, syllabus, and materials development, teaching methodology, teacher training, personal development, and classroom-based research. You also know him as the author of *Speak Out*, *Listen In*, and *Atlas* coursebook series. Dr. Nunan is also a former president of TESOL.

Anyone who is familiar with *English Firsthand* or *Access/Success* is familiar with our featured speaker from Miyagi Gakuin Women's University, Japan – Marc Helgesen. Mr. Helgesen is a popular speaker at KOTESOL and other conferences and has lead numerous teacher development workshops throughout Asia. Our expert featured speaker in TOEFL and TOEIC is Dr. Lin Lougheed. He is founder of Instructional Design International in the US, and has authored more than 25 EFL/ESP texts, especially TOEFL, TOEIC, vocabulary, and listening test preparatory materials. He is also a past executive board member of TESOL. Our featured speaker specialist in teaching young learners is Dr. Caroline Linse of the University of North Carolina, USA. Dr. Linse has authored 11 ELT books and is also interested in the cross-cultural adaptation of sojourners who travel overseas for purposes of study and work.

A most fascinating and most new aspect of KOTESOL 2003 is that it will feature webcasting. Selected presentations of our

Conference

2003

by
Yangdon Ju

invited speakers will be webcast via the Internet for live or two-hour delayed video viewing. There will also be video or audio-only "meet the presenter" sessions with the opportunity for "off-site locations" to submit questions via instant messaging or email. Workshops and conference-goer interviews will also be included in the schedule to bring KOTESOL 2003 to the world.

In accordance with our theme, *Gateways to Growth: Exploring ELT Resources*, we will have the gamut of the latest ELT resource materials on display by materials providers from throughout Korea and beyond. These include Pearson Education, Oxford University Press, Thomson Learning, Macmillan, McGraw-Hill, Kyobo Books, Moonjin Media, Cambridge University Press, and many, many more.

Pre-registration at reduced rates is available over the Internet, and there are special group rates for the first time this year to better serve our conference participants. For more details, please visit our conference website at www.kotesol.org/conference/2003/

We open our Conference gates to you and cordially invite you to take part in the festivities – to immerse yourself for two full days of new information, to meet new and fascinating people, to improve yourself professionally, and to ultimately improve English teaching in Korea and beyond.

Mark the 11th Annual Korea TESOL International Conference on your calendar – Oct. 18-19.

We'll see you at the Conference,

Yangdon Ju,
ConCom Chair
And the entire
Conference Committee

In Memorium

KOTESOL members were shocked and saddened by the unexpected death of Professor Jim Gongwer, Chung Ang University Department of English, Ansong Campus, who passed away on May 26th. Professor Gongwer had been in the department for six years, and was a highly popular teacher who was greatly respected by his colleagues.

Jim belonged to KOTESOL for five years and typified the active member. He was a seminar and workshop presenter, specializing in writing techniques and survey research concerning members' attitudes to work. He also was an author, writing on these and related topics for *The English Connection* and the annual *KOTESOL Proceedings*. He was a member of KOTESOL Teacher Trainers (KTT) for two years, and in this capacity held workshops on the teaching of writing. Last year he served as National Nominations and Elections Chairperson, a post that involved recruiting people for national offices and supervising elections

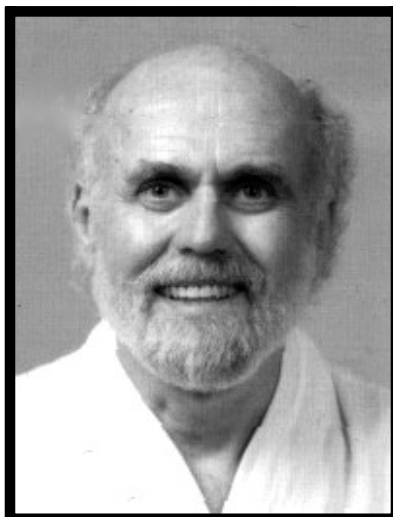
at the annual international conference. His sage advice and calming influence were especially cherished. He also served willingly and well at the chapter level.

Two personal recollections epitomize his service in Korea. Douglas Margolis, outgoing KTT Coordinator, recalled that

in the 2002 international KOTESOL conference, Jim gave a presentation regarding a teacher training project he was working on and hoped to write about. He noted how Jim always sought Korean teachers' perspectives and tried to understand their needs when developing his training programs. Lynn Gregory, a KOTESOL member, commented that her employment interview with him was rigorous but professional, and that he earned her respect for his high standards. These examples of compassion and professionalism uniquely symbolize his values and commitment to excellence.

Jim's family has generously arranged for his diverse, extensive library to be donated to the Department of English as a memorial collection.

His death was untimely and sad, yet he died doing what he loved. He would have felt honored by the outpouring of sympathy, and proud that so many came on such short notice.



Following is our eulogy.

Ours is a community in sorrow. With the passing of Jim Gongwer, Chung Ang University lost a superb academic while students have lost a friend, confidant, mentor and role model. We look back with admiration on his many activities: his conversation and writing classes, his yearly symposium on current events, his participation in teacher training programs, and his keen interest in student affairs. We remember his warmth, kindness, willingness to share, his wit and his laughter. These contributions we shall miss and not forget.

Jim was versatile. His multi-faceted career covered counseling, high school teaching, clinical psychology, construction, union organizing, mediation, even restaurant management. Trained at the University of California at Berkeley, one of America's finest graduate schools, he joined the army and served his country in Germany for four years. As a young man, he used to say he could transport all his belongings in his car, but later in life he became a collector of fine paintings and folk art from around the world. Urbane and fashionable, he loved jazz but also attended opera, concerts, live theater and poetry readings. He excelled in education: Jim was finishing his Ed.D. in applied linguistics at Bristol University, a world-renowned institution with the highest-ranked linguistics department in the UK. These accomplishments defined who he was, what he believed and what he practiced.

Jim inspired others. Students repeatedly came to his office for advice and assistance. He valued them, respected them, and by encouragement and persistence drew out the best from them. He was their role model, a teacher they could relate to, one who recognized their worth and who helped them develop their potential. Our faculty respected him for his hard work, fairness, integrity and exemplary standards, and he set the bar high. These aspects of his personality we revere and cherish.

Perhaps best of all, he was simply 'Jim'. He was candid yet courteous, gentle but firm, worldly but not pretentious, assertive but not overbearing, wise but not arrogant, knowledgeable but not conceited. He earned our respect, made friends easily, and interacted graciously with students and colleagues through the years.

This is his legacy.

Fostering Effective Group Dynamics in Elementary School Classrooms

by Jakyung Song

"Min-su is useless for our group. Please change our group member!"

During group work, it is not unusual to hear this kind of complaint from students. Another common problem is that some students dominate and others don't participate. Moreover, some students, as a result of their low proficiency, give up and rely on more capable group members to complete the task.

Despite these potential problems, the current Korean 7th National Curriculum encourages teachers to utilize collaborative group work (Ministry of Education & Human Resources Development, 1998). Elementary school teachers frequently do make use of group activities, but typically only perceive them as practice opportunities, not valuable learning time. In fact, group work helps resolve many class management issues, builds class cohesiveness and motivation, and most importantly, provides students with valuable opportunities for student-centered learning. Therefore, taking a little time to consider how to avoid problems encountered during group work can improve teacher effectiveness.

Problem 1: "We Don't Want You in Our Group"

First of all, we have to deal with Min-su. Nobody wants him in the group. What do we do? A basic condition for increasing group effectiveness is to promote a collaborative atmosphere, but the group blames less capable members for reducing the quality of their product. The group's rejection can injure the rejected student's self-esteem, as well as hurt collaboration.

To counter this problem, before group work, explain to students why collaboration is important. For example:

* "Think about G.O.D & S.E.S. If they don't all work together, and equally contribute, their performances would not be enjoyable."

* "Your friends can give you good ideas."

* "You can give your friends other good ideas."

In addition to teaching students to value collaboration, modeling how to collaborate can help. We should also reward students who collaborate well. For instance, give bonus points for teams who work well together, have students vote for a best helper, and award a prize for the best collaborating group.

Finally, have students evaluate their group performance. Ask them to record, for example, one idea they learned from each group member. (Use the "Group Work Self-Assessment" form following this article for a model.)

Problem 2: Non-Participation and Domination

Non-participating and dominating students also damage collaboration. When one student monopolizes, the others will do nothing.

To solve this problem, first, vest each member with his/her own role and duties, such as, recorder, timekeeper, chairman, and painter. Then, explain their role and

let them work. To avoid monotony and achieve higher levels of participation, rotate roles regularly. In this way, all students regard themselves worthy and take charge of their group work.

Second, use a bell or musical instrument to indicate speaking turns. Every minute, for example, ring the bell as a signal for the next member to begin speaking. This technique may seem too controlling where groups already collaborate effectively, but where domination and non-participation is common, it can help to break the negative relationship pattern.

Training Notes

edited by
Douglas Margolis

Third, after work, have students reflect about their contribution to the group. Read students' records and comment about them. For example, "Good job, but try to participate more actively" or "Great work, but give other friends more chances."

Problem 3: Low Proficiency

Sometimes, lack of participation arises due to students' low English proficiency. In many classrooms, relatively non-proficient students give up when assigned proficiency-based group work. Too great of a demand on their weak English skills can lead to failure and discouragement. How can we encourage them?

Think about non-proficiency based activities that encourage English practice, but whose outcome is not solely based on English ability. For instance, students could make a poster that practices writing an English word or phrase, but also

requires drawing and artistic expression. Card guessing games or board games are two other examples. These activities can be accomplished regardless of individual English proficiency level. Their results are influenced by other factors like drawing ability, the roll of a dice, and luck.

Students are easily absorbed and excited in non-proficiency based group activities. Even a less proficient student might become an unexpected winner or enthusiastic collaborator. As a result, all students can increase self-confidence.

continued on the next page

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Furthermore, getting all students engaged in such activities may promote unconscious learning, because students try to use English to proceed with the task. Therefore, it is worth investigating several non-proficiency based activities.

For more info about group work, check out Dornyei and Malderez (1999).

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The Author

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Group Work Self-Assessment

*** Let's think about my group work!**

Group Name		Your Name	
Group Members			
What did I learn from my friends?	Friend's Name	Something I learned	
How did I help my friends?			
What's my contribution to the group?			
How much did I work actively?	Circle: Too much / Properly / Too rare		
<ul style="list-style-type: none"> ● Next group work I will... <ol style="list-style-type: none"> 1. 2. 3. 			

Paths to Professional Development: Part Five -- Dying to Develop



As I write this, I am packing to go back to England for the weekend. As this is my first year living and working in Ontario, Canada, most people understandably assume this trip is so I can take a much-needed break from SARS, West Nile and Mad Cow. But the main purpose of the trip is to spend the weekend sitting at my father's grave, sharing a glass or two of single malt whiskey with my Dad. I was always late with my Father's Day presents.

Last month, on the first anniversary of his death, I was invited to give the opening plenary talk at the annual conference in the Department of Language Teacher Education at the School for International Training in Brattleboro, Vermont. Having spent the year reading a great deal on death and dying, I finally made what eventually seemed to me to be the obvious connections between death, dying and professional development. The title of the plenary talk was, therefore, *The Death of the Self in Professional Development*.

I started with four quotations, one from Shakespeare and three from Shelley, that describe death:

- * The undiscovered country, from whose borne no traveler returns
- * Some say that gleams of a remoter world visit the soul in sleep, that death is slumber
- * For love, and beauty, and delight, there is no death, no change
- * Death is the veil which those who live call life — they sleep, and it is lifted

These four quotations led me to four questions:

- * What if the undiscovered country that we travel is our own internal

landscape?

- * What if the remoter world was not beyond us, but inside us?
- * What is the relationship between Death and Change? Is one possible without the other?
- * What would we see if the veil were lifted?

I asked the audience: What advice would you give to a language teacher entering a period of sustained, intense reflection, when they will grow and develop greatly, but when they might also question everything they think they knew about who they are and what they do? There were many good answers from the participants, and after several suggestions had been made, I compared their advice with the advice given in some of the recent literature.

Deb Sims gave some good advice:

- * Allow yourself time alone
- * Be aware that sleeping well may be a problem
- * Be aware that fatigue may be a problem
- * Allow others to help
- * Honor your emotions

Likewise, DeeAnn Burnette-Lundquist gave some good advice too.

- * Anxious panicky feelings can become overwhelming and debilitating
- * This is a time you feel very out of control of your life
- * This is a time for much introspection
- * Open the doors of communication: let those who you care about share this experience with you
- * Allow those close to you to provide whatever assistance and support they can

However, neither Deb Sims nor DeeAnn Burnette-Lundquist was giving advice to beginning reflective practitioners. Sims' piece is on *The Early Stages of Grief: The First Seven Days* and Burnette-Lundquist's is on *Terminal Illness and the Dying Process*. Time and again, I was struck by the similarity between the advice given to people on death and dying, and

Professional Development

by
Dr. Andy Curtis

the advice given to teachers engaging in reflective practice on a deeper level.

Patricia Rose Upczak, in *Death: Tragedy or Transformation*, writes: "Our challenge is to learn how to use the difficult or harsh experiences in our lives to transform ourselves." I re-wrote it as: "Our challenge as language teachers is to learn how to use the difficult or harsh experiences in our language classrooms to transform our professional selves."

For me, the most relevant, recent piece was by Alexandria Kennedy on *Losing a Parent*.

Kennedy writes about the "gut-wrenching awareness." She warns that "daily routines are disrupted, assumptions jolted, values challenged." She explains how important it is to engage in "questioning our selves" but again warns that this will lead to "tearing apart of old structures, challenging old assumptions and beliefs, and disrupting the patterns we have become accustomed to and often become deadened by. This is a painful process, but growth always seems to involve some pain."

Two quotations in particular, though, seemed to capture the ambivalence of wanting to hang on to what we know and resist letting go, whilst at the same time wanting to be better than we are, to realize our full personal and professional potential:

"On a bridge between two worlds – the known one behind and the unknown one before us – we desperately make a stand against the forces that threaten to change our life as we have known it."

continued on page 20

The Great Debate

Learning to read. What is the best method for teaching young learners how to read? Are you an advocate of Phonics or Whole Language? Or do you favor the “balanced approach,” a combination of the two?

Young Learners

by
Jake Kimball

Phonics instruction, briefly, emphasizes the sound/letter relationship. Sounds, called phonemes, are linked with letters or combinations of letters, called graphemes. Once patterns are discovered, decoding the pronunciation of a word will follow. Newly encountered words can then be read independently. Phonemic awareness is generally considered a predictor of one’s success or failure in reading and writing.

Two recent studies in the US appear to have confirmed that the Phonics Approach is superior to other approaches, at least in the context of native speakers of English. One study was conducted at the Houston Medical Center, and the other study was commissioned by the National Institute for Health and included follow-up studies to check for reliability. The second study has been influential in that it is the basis of the *No Child Left Behind Education Act, 2001*. The results of both studies strongly suggest that phonics instruction leads to faster learning and higher achievement in reading and writing.

On the other hand, the Whole Language Approach is still a fine alternative, especially since pure phonics instruction is seldom practiced. Whole Language emphasizes word recognition and encompasses a holistic learning philosophy that caters to children’s literacy needs. Examples of this approach include the use of authentic reading texts, sight-word recognition (look and say), and shared reading with big books. Related approaches are the Language Experience Approach and literature-based

approaches. Used together, the Whole Language Approach integrates skills and emphasizes meaning over form.

I have used both approaches to teach children to read. I have found success and failure with both. Admittedly, as research indicates, my students did, in general, learn faster through phonics instruction. In reading the above noted research, I noticed that the studies were conducted in the US with native speaking children. This, to me, is a red flag.

Let’s reconsider the debate in EFL environments by looking inside a typical EFL classroom. If you have taught very young learners, it is likely that you have had classroom management issues to deal with. A word of caution for those of you who may find yourself teaching very young learners—explicit instruction in phonological awareness leads to student rebellion, then chaos.

Native English-speaking children have had years of exposure to English and its sound system. They can discriminate /l/, /r/, /p/, /b/, /f/, and /i/-/I/ (though it is not so easy). These, and others, are subtle sounds that Korean learners have difficulty differentiating. Native English-speaking children have already built a sizeable

known words in their lexical inventory. Bridging form and meaning is not so much a problematic task.

On the other hand, our students are hearing and seeing English for the first time. And unlike native-speaking learners, once second language learners decode a word through phonics, accessing its meaning from their lexical inventory is problematic if the word is not known. EFL students tend to become inattentive because of this lack of comprehension. In my experience, balancing Phonics and Whole Language is necessary to provide the scaffolding that EFL learners desperately need. The more scaffolding our students receive, the more they will comprehend—and the better they will behave!

The next logical question is: What mix of Phonics and Whole Language is appropriate? The answer lies in continuous assessment. For very young learners with little exposure to English, I suggest emphasizing Whole Language initially. As time goes by, learners expand their vocabulary through exposure to storytelling, chants, songs, and TPR activities. Their comprehension of classroom language and commands should be improved. Also, rhymes, chants, and songs should have prepared them for

On the other hand, our students are hearing and seeing English for the first time.

vocabulary. In fact, Anglin (in Nation, 2001) made conservative estimates of native English speaking-children’s vocabulary at age six, eight, and ten. By these ages children have amassed a vocabulary (root words only) of approximately 3,000, 4,500, and 7,500 words respectively. This is an important consideration as many reading specialists believe that phonemic awareness grows out of vocabulary knowledge. Consequently, native English-speaking children enjoy shared reading and direct phonics instruction because comprehension is relatively easy. Once a native-speaking child decodes a word through phonics, they associate it with

beginning phonemic awareness tasks. If assessment indicates that learners have built up a sufficient stock of vocabulary, increasing phonics instruction is appropriate. As learners progress in their knowledge of phonics, even explicit instruction may be possible.

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Where Do You Invest Now ?

Developing my previous article on “positioning your portfolio for the rebound,” many people are asking me these questions when deciding what to do with their money:

1. “Will stock markets recover or should I sell before they fall further?”
2. “Will North Korea affect the market?”
3. “Will there be more accountancy scandals?”
4. “Will property prices increase further?”
5. “Should I just keep my money in the bank?”

Stockmarkets...

Banks, insurance companies, and most corporations rely on markets rising for their existence. Therefore, do not sell stocks or mutual funds unless you have no option. Markets are cyclical and even though this has been a long “bear market”, they WILL recover in time. The Dow is up 6.7% this year at the time of writing.

North Korea...

Geo-political problems will always affect markets. This is outside our control, the only option is to plan for the long term and ‘ride’ short-term difficulties. Markets recovered dramatically after the Iraq resolution.

Accountancy scandals...

There have been accountancy scandals throughout history and there will be more. We should be comforted with the “outing” of so many which will deter others in the future.

Property...

Many people own property but prices fall as well as rise. The past few years have been good for most property markets, but wherever your home country, you may have seen property values fall. The rapid rise has mainly been caused by people buying property as an investment rather than as a home. However property prices are falling across the globe, so be careful where and when you buy.

Financial Planning

by
Robert Williams

The Bank...

I was recently trying to find a home for a client’s Dollar cash, and the best I could do was 0.89% in a money market fund. The European Central Bank have reduced rates further. When inflation is taken into account, you could be losing money by placing funds in a bank account.

In Summary...

Hang on to stocks and mutual funds unless you have a need to sell. Remember, money is made by investing in markets at lows rather than highs, and for the long-term. Always keep money in a bank to cover emergencies with 3 to 6 months expenditure available, but over that, you could be wasting opportunities.

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Introducing IATEFL

Purpose

IATEFL, the International Association of Teachers of English as a Foreign Language, was founded in 1967 and is a UK-registered charity. Its purpose is to link, support, and develop ELT professionals worldwide. To this end, the association produces a bi-monthly newsletter, *IATEFL Issues*, holds an annual international conference, and groups members by special interests. These Special Interest Groups, or SIGs, also hold conferences and symposiums, including a biennial symposium, which is always held outside the UK.

Structure

Currently IATEFL's fourteen SIGs are Business English, Computers, ELT Management, ES(O)L, ESP, Global Issues, Learner Independence, Literature Culture & Media Studies, Pronunciation, Research, Teacher Development, Teacher Trainers & Educators, Testing Evaluation & Assessment, and Young Learners. Typically, a SIG will produce two or three newsletters each year, and by this means, seek to develop and disseminate state-of-the-art knowledge and practice about language teaching and learning. All the SIGs have websites linked to the IATEFL website (www.iatefl.org), and many allow non-members to join in their electronic discussions.

IATEFL is run by an elected Committee of Management which divides itself into a series of executive committees. These committees take responsibility for our Associates, for the conference, for finance and membership, for publications, for the SIGs, and for sponsorship. Once again, the international nature of IATEFL is greatly in evidence. Currently the fourteen members of the Committee of Management live and work in 11 countries in Europe, Asia, and North America. In addition to the management committee, IATEFL has an Advisory Council consisting of six of the "Great and Good" who help to think about policy and the future direction of on the association. IATEFL is very fortunate to have as its patron the famous linguist, David Crystal.

Membership

IATEFL is a truly international association. Approximately two-thirds of our members live and work outside the UK, and approximately half the 1,500 delegates who attend our Annual International Conference come from outside Britain, typically representing around 80 to 90 different nationalities. At any one time, there are also 75-80 associated IATEFLs in other countries, including ALAK, KATE, and KOTESOL in Korea. These Associates, as we call them, subscribe to the same broadly educative purpose as ourselves.

IATEFL has around 3,500 members and a permanent office in Whitstable, in southeast England. One notable development of recent years has been the introduction of a Wider Membership Scheme. This enables Associates to bid for a proportion of their members to enjoy membership of IATEFL itself at greatly reduced rates. The purpose is to make it equally possible for would-be members to join, whether they come from a relatively rich country or a relatively poor one. We also have a small number of scholarships which enable colleagues without access to financial support to attend the Annual Conference.

If you are thinking membership in IATEFL, consider that by becoming a member you help to develop yourself and you make a contribution to the development of our profession worldwide. You can find out more about IATEFL from our website, and indeed become a member by joining on-line.

Imagine at this point that you set this article aside, go to our website at www.iatefl.org, and join on line. What will happen next? Well, at the time of joining you will probably have decided to take advantage of one or two of the specially negotiated subscription rates to journals, so you will have those to look forward to. (The journals are *ELTJ*, *English Teaching Professional*, *Modern English Teacher*, *Teacher Trainer*, *World Englishes*, *ELGazette*, *English Today*, *ELT Guide*,

Language Teaching, *Language Teaching Research*, *ReCALL*, *Studies in Second Language Acquisition*, and *ARAL*.) You will have chosen free membership to a SIG, and shortly afterwards will receive a welcome letter and further information from the SIG Coordinator. You will also receive a welcome letter and membership card from head office and a copy of *IATEFL Issues* containing seven or eight feature articles on ELT as well as a series of regular columns. These regular columns currently focus on web issues, activities for busy teachers, reviews of materials, and the gripe column! *Issues* also contains a list of upcoming conferences and information about the SIGs. And, during the year, you will receive five more issues of *Issues*, a free copy of the *Conference Selections* volume and several further communications from your SIG.

Conference

The 2004 Conference will be held at Liverpool's Adelphi Hotel, one of Britain's most famous period hotels where many films have been made. Imagine yourself attending a Conference session in the Sefton Room, perhaps listening to Jeremy Harmer or Tessa Woodward speaking, only to be told that this room and the smoking room on the Titanic share identical designs!

Korea TESOL is proud to be affiliated with IATEFL, which is arguably the world's "most globalized" English teachers' association. More so than any other ELT organization to date, IATEFL is formed from and representative of teachers in EFL environments. The name says it all: International Association of Teachers of English as a Foreign Language.

Professionalism includes professional memberships and readings. Investigate further, at

www.iatefl.org

Introducing TESOL International



Purpose

The international professional association, Teachers of English to Speakers of Other Languages, Inc. (TESOL), headquartered in Alexandria, Virginia, USA, has more than 14,000 teachers, teachers-in-training, administrators, researchers, materials writers, and curriculum developers in North America and around the world. Its mission is to develop the expertise of its members and others involved in teaching English to speakers of other languages to help them foster effective communication in diverse settings while respecting individuals' language rights. To this end, TESOL articulates and advances standards for professional preparation, continuing education, and student programs; links groups worldwide to enhance communication among language specialists; produces high quality programs, services, and products; and promotes advocacy to further the profession.

Structure

The TESOL Board of Directors consists of sixteen voting members and meets twice a year to establish organization policy. There are nine standing committees which coordinate the association's activities: Awards, Professional Development, Serial Publications, Membership, Publications, Sociopolitical Concerns, Nominating, Rules and Resolutions, and Standards.

TESOL also maintains a large network of 19 professional interest sections (IS) that its members may join. These include: English as a Foreign Language, English for Specific Purposes, ESL in Higher Education, Teacher Education, Applied Linguistics, Research, Computer-Assisted Language Learning, Intensive English Programs, Intercultural Communication, Materials Writers, and Video. Six caucuses that focuses on a social, cultural, or demographic issue related to TESOL's mission have also been formed.

TESOL affiliates offer English language educators professional information and support within their geographic regions. Affiliate conferences, newsletters, and

varied membership services encourage information exchange and provide a valuable source of support. As of March 2003, TESOL was affiliated with 94 independent organizations (42 in the United States and 52 outside the United States) with total membership of more than 40,000 professionals. Korea TESOL is the exclusive TESOL affiliate for Korea.

Membership

TESOL members receive a complimentary membership in one interest section when they join. For a modest fee, they may join as many additional interest sections as they wish. Benefits include voting rights, periodic newsletters, access to interest section e-lists (if available), and leadership opportunities. Members may now join one caucus at no cost and additional caucuses for a small fee.

Beginning in October 2003, TESOL will provide a new member benefit, the quarterly magazine *Essential Teacher*. *Essential Teacher* is primarily dedicated to language teachers and administrators in varied ESL and EFL workplaces, including pre-K-12, two- and four-year institutions of higher learning, and adult education. Each of these arenas has teachers with varied experience and expertise, making for a broad and diverse readership. *Essential Teacher* also offers guidance to mainstream teachers who work with non-English-speaking students.

Members also receive *TESOL Connections*, a semimonthly e-newsletter. Sent the first and third Friday of each month, it includes spotlights on TESOL and TESOL members in the mainstream news, and links to ESOL-related news and resources.

A number of career services are also offered to TESOL members. At *JobFinder* at <http://www.tesol.org/>, members can search for jobs, post resumes, and apply for jobs on-line. *Placement E-Bulletin* lists worldwide employment opportunities, and at the Employment Clearinghouse at TESOL's annual convention, members can interview with recruiters and attend workshops.

Members may also apply for one of TESOL's numerous awards and scholarships and grants. New this year is the TESOL/College Board Award for Teacher as Classroom Action Researcher, facilitating attendance and dissemination of research findings at the TESOL convention.

TESOL Quarterly

TESOL Quarterly is the association's preeminent scholarly journal. Dedicated to cross-disciplinary concerns, it covers research, analysis, and application in all aspects of second language learning and teaching, curriculum development, testing and evaluation, professional preparation, and language planning and professional standards. Starting in July 2003, *TESOL Quarterly* will also be available online to current subscribers. TESOL also publishes books and materials on a wide range of theoretical and practical topics as well as professional papers and resources for newcomers.

Convention

TESOL's premier program is the annual convention, usually held in March in the continental US, which attracts between 6,000–8,000 participants from around the world. TESOL's conventions are known for their outstanding speakers and presentations. This year's conference was held in Baltimore, Maryland. Featured speakers included H. Douglas Brown, David Nunan, Andy Curtis, and Carolyn Graham. Next year's convention will be held at Long Beach, California on March 29–April 3 and the 2005 convention is scheduled for the same dates in San Antonio, Texas.

Korea TESOL is proud to be the exclusive TESOL International associate organization for Korea. TESOL International is the world's largest professional English teachers' society.

Attend the largest ELT conference, read the top-rated journal, learn more at

www.tesol.org

A New Teachers' Organization for Asia

"I will ... try to make Asia TEFL comparable to TESOL or IATEFL in this Asian continent" Hyo Woong Lee promised 134 founding members of Asian TEFL earlier this year. Dr. Lee is the founding president of a new Asian regional group of English language teachers. In just a few months, members from 16 countries have forged a constitution, elected regional representatives, and appointed several committee officers committed to this mission.

Pan Asia

edited by
David McMurray

Professors Ikuo Koike from Japan and Li Yinhua of China are acting vice presidents for the organization. Regional representatives hail from Korea; Japan; China; Thailand; Malaysia; Vietnam; Singapore; Taiwan; Hong Kong; United Arab Emirates; Kuwait; Iran; and Israel.

Dr. Bernard Spolsky, professor emeritus of Bar-Ilan University in Israel and visiting senior research scientist at the University of Maryland has been named Editor-in-chief of *The Asia TEFL Journal*, a publication that has as one of its goals the highlighting of English as a language of international and intercultural communication in Asia. With a team of associate editors from Korea (Song Mi Jeong and Jeon Jihyeon) and 10 other Asian countries, he hopes to produce four issues each year. Only research papers written in English on topics concerned with the teaching and learning of English, especially in Asia, will be accepted, but there will be room for other occasional papers and reports.

AsiaTEFL will also publish a newsletter and has lined up editors from Korea (Han, Sang-ho and Robert Dickey); Japan (David McMurray); and 6 other Asian countries to keep readers informed of what is happening in classrooms, teacher meeting halls, ministries of education and conferences all over Asia. The official language for all Asia TEFL official

international publications and activities is English. The founding members noted that English is the most universally used international language and also the professional interest of Asia.

The association's annual international conference inaugurates Nov. 7-9, 2003 at the Hotel Nong Shim in Busan. Conference chair Jay-Myoung Yu has scheduled seven world-class plenary speakers on the main stage under the banner "TEFL in Asia: Emerging Issues." Their words will be joined by those of 16 featured speakers, and 64 concurrent session presenters. The academic talks will be followed by a one-day vacation tour to Gyeongju. Dr. Lee announced that future conferences may be held in different countries.

In addition to the executive, publications and annual conference committees, the new organization is setting up committees to encourage membership, research, technology, internal and external affairs as well as its financing.

Asia TEFL was organized in response to a perceived need for a new organization in Asia to better contribute to improving English Language Teaching and Learning through the exchange of information on English education on the Asian Continent. This is a significant contrast to TESOL International and IATEFL (see related articles this issue). TESOL International, based in Virginia, currently has 14,000 members, its annual conference is only held in North America. The majority of its directors are American citizens or US-based teachers. TESOL is affiliated with organizations in over 90 regions (many are regional TESOL groups in the States and South America), but also include many groups in Asia and the Pacific, including Korea TESOL. Headquartered in London, IATEFL only has 3,500 members but has about as many affiliations as TESOL, mostly in the European and Asian regions, and also includes KOTESOL. IATEFL has held 37 annual conferences to date, all of which have been in the U.K. and Ireland. PAC, the Pan Asian Consortium that KOTESOL co-founded in 1994, has held 4 conferences so far in Bangkok, Seoul, Kitakyushu, and Taipei. Along with our organization of over 600 members, the PAC-affiliated organization of

ThailandTESOL, JALT, ETA-ROC and FEELTA number over 5,500 members. More groups are expected to join PAC later this year. These international and Asian associations also publish journals, newsletters and have special interest groups. Asia TEFL is discussing various types of sister-relationships with all organizations pursuing similar aims.

Among the several goals that AsiaTEFL has set, two are unique: to develop proficiency guidelines and assessment methods designed for the needs of the Asian context; and to develop programs for Asian learners and teachers of English to build their English language proficiency and cultural understanding and provide them with the skills that are required for them to be efficient English teaching professionals.



The officers of Asia TEFL also aim to encourage peace and assist in the prosperity of people in this region through cross-cultural understanding. Individual membership dues will be held low in the first few years to encourage a rapid increase in membership by teachers in all Asian countries. Asia TEFL intends to concentrate on building a membership base in Northeast and Southeast Asia, an area reaching from western Russia to Indonesia and from Japan to Myanmar. It hopes to expand to include the countries of South Asia, Central Asia, and the Middle-east.

The legal name of the new organization is the Asian Association of Teachers of English as a Foreign Language. For more information, visit the website at www.asiatefl.org

The rapid development of English as an international language, the possibility for some countries to use English bilingually, and even the adoption of English as an official language in some Asian countries means the field is still wide open for still more forward-looking teachers to group themselves under an AsianTEIL, or AsianELT umbrella.

On the notion of “Teacher Development” for Korean EFL teachers:

An e-mail dialogue between teacher-in-development and teacher-educator

*A discussion between
Hyunjung Shin and Graham Crookes*

Hyunjung: Hi Graham. Thank you very much for agreeing to participate in this e-mail dialogue. I'm very happy to have an opportunity to share our thoughts on teacher development with other Korean teachers. As a graduate student in North America and EFL teacher in Korea, I conceive of my role as bridging research/researchers and practice/teachers. As such, I wanted to contribute to The English Connection particularly for those teachers who wouldn't have much time for (nor an access to) long articles in academic journals. Therefore, I think the dialogue format is particularly good. I believe you are an ideal candidate for this dialogue because you've been working with a lot of Korean students and teachers in Hawaii.

increasingly sophisticated understanding of what it means to be a professional.

One simple indicator of developing teacher competence is the ability to handle an increasingly wide range of situations, curricula, student types and age groups, and work effectively in a growing set of roles and settings. Teachers take on greater responsibilities as they develop, including responsibility for other teachers (through mentoring) or movement into positions with some organizational or administrative responsibility.

In the area of EFL teaching, one of the crucial aspects of professional knowledge is knowledge of the target language and associated cultures. For many FL teachers, including EFL teachers in Korea, not to mention, for example, French teachers in

resources for such a development. In relation to this, I know your new book on Teaching practicum (from Cambridge University Press) recently came out. I believe it was developed from your course notes. When I took a practicum with you, it was very refreshing because in Korea, practicum is mostly for pre-service teachers. Could you briefly introduce what you discuss in your book? Who is your intended audience? How could teachers at different stages of their professional development get the most out of this kind of published work or guidance?

Graham: Thank you for asking - this book, *A practicum for professional development*, did indeed develop out of my many years working with *experienced* teachers in early mid-career. For them, a practicum within a graduate degree is a time for intensive reflection on practice with a substantial and extended effort to develop their philosophy of ES/FL teaching. My central concern, or worry, with the idea of a practicum has been that it is typically the *only* time in a teacher's career when s/he gets the kind of feedback and shared professional discussions that can most readily assist professional development. So I wanted to try to have a formal practicum that would also provide the tools to continue to grow when teachers return to their regular teaching setting. Thus throughout the work I emphasize the concept of the “teacher development group” - the simple matter of teachers getting together, informally, with no administrative oversight, to simply discuss aspects of practice, and through shared discussion, reading, and perhaps mutual observation (or observation of videotapes) help each other continue to grow. Having teacher development groups does call for some modification of the typical culture of teaching, which is often highly individualistic. But I don't think we can really develop easily unless we get a

But I don't think we can really develop easily unless we get a chance to talk and think together with other like-minded teachers.

Many people talk about teacher development these days. However, the term seems to have different meanings for different people. Can we start with talking about how you'd define ‘teacher development’? Is there anything you want to particularly emphasize in the Korean context?

Graham: A first crude attempt on my part would address the term ‘development’, and ask what it is that we would like to see develop as teachers grow and change positively. We could say that their praxis, their ability to integrate theory and practice, and develop theory from practice, or deliver theoretically-grounded practice, would improve. We could talk in terms of development of professional expertise, which would include developing an

the US, continuing to maintain, or increase, competence in the target language, is a great concern. Languages change, of course, and with globalization, the role and characteristics of English have changed, so I would probably want to stress EFL teacher development that addresses that angle as well.

Finally, a teacher's understanding of the term ‘teacher’ itself can legitimately change as they develop. I'd want to emphasize a conception of the role of teacher as an intellectual in society, a cultural worker, and ask what is necessary, as teachers develop that understanding, for it to truly manifest itself.

Hyunjung: I absolutely agree. However, I suppose that teachers need guidance and

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chance to talk and think together with other like-minded teachers.

Hyunjung: I'd like to connect your point of reflective teaching and networking with other teachers to the notion of praxis you earlier mentioned. Since I'm planning to continue my graduate study to the PhD level, I'm often asked if I don't enjoy 'teaching' at secondary schools. I often wonder why we should have such a dichotomous view. At least to me, research and teaching are not two separate things: I strongly believe that any practice should be based on theory and any theory should develop through practice. In this regard, I agree that the final stage of any kind of research should be dissemination (or action).

Since you're an expert on action research, what would you suggest to those teachers (like myself) who'd want to integrate their practice and theory? I'm sure many teachers would be interested in action research but often times they do not have resources. Would you have any tips on where they can start?

Graham: The limitations of time and the unprofessional working conditions of most

teachers, along with the pressure for immediate action to address most problems, are the most serious obstacle to the issue. Nevertheless, the teacher-researcher movement, or more broadly, the action research movement, has been in existence for 50 years and shows every sign of continuing to grow, not only within education but within business, agriculture, and many other spheres of professional action.

The basic steps are generally for the beginner, preferably in dialogue with a fellow teacher, to select an aspect of practice or a conceptual area, which is either problematic or which they would like to explore further. Then, simple data gathering strategies are used to focus on it: such as, journaling about it, audiotaping some of one's classes, or collecting students' work. Some process of analysis is necessary, and then, if we are dealing with a problem about which we would like to take action, one or two possible actions that might improve the problem should be sketched out. Then try them, and repeat whatever data collection and analysis strategies seem appropriate, and on the basis of that, try to arrive at a conclusion. Did this initiative improve matters? And if so, why? In answering those last questions, the action researcher, the

teacher-researcher is engaged in generating theory, and thus is in a better position to theorize their own practice.

Ideally, of course, the process is cyclical; and ideally, would involve not just the solitary teacher. If more than one professional is involved, you automatically have dissemination, incidentally.

There is a vast literature on this. But let me leave it at that for now.

The Correspondants

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"We die over and over again as we have to let go of old beliefs, structures, and ways of being. We die to who we were."

This might all seem like so much pseudo-philosophical, self-indulgent navel-gazing. But the relationships between facing those things we fear most and changing in ways that permanently re-shape our

relationships with ourselves, and growing and developing in ways that positively impact on our work as language teachers are too great to ignore.

Professional development can be difficult and distressing, because change can be difficult and distressing. But without such development, there can only be, at best, stability to the point of stagnation. At worst, death. Not of the physical self, but

of the heart and soul of what enables us to go beyond teaching and learning, to inspiring and transforming. As our students go from Beginner to Advanced, as we go from novice to expert, we must die to who we were, if we wish to live our lives to the fullest.

* All of the articles referred to in this piece can be found at the website:

<http://www.death-dying.com>

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Contact **Adam Turner** at ifli@hotmail.com for more information. To join, go to <http://groups.msn.com/KOTESOLWESIG/> and click on *Join Now*. Then follow the directions.

TED SIG

by *James Trotta*

With summer approaching (and hopefully bringing lighter workloads), many people will have some time to reflect on what

they've been doing (and not doing) in the classroom. Why not think out loud? The TED SIG welcomes reflections, questions, suggested classroom practices, and anything else that might lead us to better teaching.

We're not only looking for posts about experiences in the classroom, but also with training programs. If you're taking (or have taken) a teacher training course in Korea or via distance learning, we'd like to hear your experiences. If you're thinking about starting a program to get more qualified, you can gather information from members of the TED SIG.

If you have any resources to share we'd like to hear about them. Have you read a good book or an enlightening article recently? Do you know a good website for English teachers? Do you have an activity that helps your learners? If you answered "yes" to any of these questions or if you have questions of your own, then the TED SIG is where you want to be.

Topics that have been discussed recently on the TED SIG email list include EAP, online and distance learning, calls for papers, and Oxford's grammar and children's days. http://groups.yahoo.com/group/KoTESOL_TED_SIG/

The Word is on the Web

If you are interested in knowing more about a particular word in English, any word, the chances are that the word is out there somewhere on the web. To begin with, if you are in need of a dictionary and do not have a desktop reference handy, navigate your browser over to <http://www.m-w.com/> for the online version of the *Merriam-Webster Dictionary*. This offers you more than the desktop version possibly could by containing a thesaurus as well as audio of the pronunciation of each headword. Here you can subscribe to Word of the Day, a free email service and go to other word- and English-related pages.

If the Merriam-Webster does not suit your linguistic taste or meet your semantic needs, you will find over 100 dictionaries, glossaries, and language translators at *OneLook* at http://www.onelook.com/?d=all_gen. Alternately, you may wish to try your luck at *Online Dictionary* (http://onlinedictionary.com/index_main.htm). Here you will find not only general

dictionaries but also bilingual dictionaries, trilingual dictionaries, field-specific dictionaries, computer terminology, and abbreviations.

Still can't find the word you are looking for? Or if you wish to be a better member of the literati, wish to be a savant, or want to avoid being verbigerative, stop over at the *Hutchison Dictionary of Difficult Words* at <http://www.tiscali.co.uk/reference/dictionaries/difficultwords/>.

If the etymology information in a standard dictionary does not appease your appetite for the history or origins of words and terms, direct your browser to the *Take Our Word for It* etymology archive at http://www.takeourword.com/arc_logi.html. Here you will find explanations of the origin of terms like *the Big Apple*, *Indian summer*, and *monkey wrench*. Similarly, *The Word Detective* brings you articles on words and language in a humorous vein. Find out about *pig in a poke*, *pork barrel*, *poop deck* and more than 1,000 others at

Web Wheres by David Shaffer

<http://www.word-detective.com/backidx.html>. If you like this, you're sure to also like *WordWizard*. From <http://wordwizard.com/> you can access the archives containing items like *rubber match*, *humdinger*, and *bogeyman*.

For *the whole nine yards* as well as *the full monty* and dozens of articles about other expressions and language-related topics by Michael Quinion, visit his *World Wide Words* at <http://www.quinion.com/words/articles/index.htm>.

Want more on words on the web? You've got it. Check out *Word Play* at <http://www.wolinskyweb.com/word.htm> for a list of over 200 links to sites that feature fun with words. For all you want to know about words, look for it on the web.

Why Isn't Enough "Enuff"?

by David E. Shaffer

Have you ever wondered why *enough* isn't spelled "enuff"? Or why *bough*, *though*, and *through* are all pronounced differently from *enough*, and differently from each other? In Middle English, all these [-ough] words were pronounced the same – the [ou] was pronounced /u:/ as the vowel in *moon*, and the [gh] was pronounced like the voiceless velar fricative [ch] in German *ich*.

But languages are forever changing. With time, several different pronunciation changes occurred in English causing words ending in [-ough] to take on a number of different pronunciations while they kept their Middle English spelling. To begin with, the consonant sound spelled [gh] simply disappeared from the English language, leaving the [gh] with no sound in many cases. This accounts only for the present-day pronunciation of *through*, which retains its Middle-English vowel sound. It is believed, however, that speakers in some speech communities who no longer pronounced the [gh] heard

speakers from other speech communities who still did pronounce it. Not being familiar with this fricative sound, the first group mistook it for /f/, and began to use this to return sound to the silenced [gh] in *enough*, *rough*, *tough*, and *cough*. In other [-ough] words, the [gh] remained silent.

The change of the vowel /u:/ was a complicated process with different influences trying to change it in different ways. Different influences were stronger in different words, creating the present-day array of vowel sounds in [-ough] words. Some of them underwent the regular vowel change introduced by the Great Vowel Shift, giving us the Modern English pronunciation of words like *bough* and *plough* (British spelling). For the [-ough] words that ended in /f/, the vowel changed to a short /u/ as in *put*. This was followed by a regular vowel change to the vowel in *putt*, producing the pronunciations of *rough*, *tough*, and *enough*. Interestingly, in Old English *enough* was *genoh*, and in Middle English *inough*.

Word Whys by David Shaffer

Even more complicated were the processes pulling and pushing other [-ough] words in other phonetic directions – *though* and *dough* being pulled one way, *cough* another. Middle English *though*, for example, had two forms: *thah* and *thogh* – the former formed from Old English *theah* and the latter developing from Old Norse *tho*. It was the form originating from Old Norse that won out to give us *though*.

I will leave you with this "ough-ful" sentence to ponder: Rough-coated and dough-faced, a thoughtful ploughman strode through Scarborough; after falling into a slough and washing up in a trough, he coughed and then hiccupped.

Have any words you are curious about? Send your queries to disin@chosun.ac.kr.

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way, the teacher can catch up with a variety of recent quality literature with the same miscue procedure. By the same token, teachers may take one area at a time for a specific child to simplify the lengthy coding system. For example, if a child is having a hard time with the comprehension component, the semantic acceptability may be adopted once. At other times, graphic similarity or syntactic acceptability may be analyzed as well.

The Running Record also contains its limitations, such as not having a comprehension skill checking system and using fragmentary passages (about 100-200 words) from the entire text. Adding a retelling section after the reading might be a simple solution to the comprehension portion of the analysis. Instead of selecting one or two hundred words from the text, teachers may use passages that have a story

transition or may use an entire chapter, so that the student can recall the major events and the theme of the story as he or she reads.

Our goal of assessment is to identify all learners' strengths, potentials, barriers, and self-assessment abilities. To accomplish this goal, we, as teachers, need to gather multiple sources of information on a continuing basis. This will lead to successful communication between parents, teachers and administrators. This will also give teachers an opportunity to reflect on how to best meet the instructional needs of all students. Assessment can become a useful teaching tool when used correctly.

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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.

Pronunciation . . .

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Teachers can incorporate pronunciation into their regular lesson by dealing with it in just a part of their class. Pronunciation does not have to be isolated for a full period as the sole objective. Being aware of issues and research done comparing Korean with English assists the teacher in understanding the difficulties inherent in mimicking one teacher's accent. Additional awareness of variations and the incongruity between written and spoken forms should lead teachers to greater acceptance of learners' attempts and frustration. Hopefully, insight into potentially troublesome instances can give teachers and learners the confidence they require to continue improving.

Conclusion

The comparison of Korean to English segments is relevant for early stages of language acquisition and as reference for some corrections in pronunciation at later stages. Sound used as a code of a particular language achieves meaning only when used properly (Dalton and Seidlhofer.). Nonetheless, intelligible pronunciation of English varies depending on which standard is accepted in a specific context. Korean speakers may benefit from exercises designed with their specific difficulties stressed, though; a language program should be influenced by more than segmental and structural weaknesses. The underlining system of the language being learned, i.e. English, may contain greater merit experienced as a whole rather than the sum of its parts.

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National Elections will be held at the Conference in October. Look around... Who are the next group of leaders for KOTESOL?



... Is it you?

SUWON CHAPTER

by *Gye-hyoung Yoo*

The next meeting will be held on June 14th at Suwon University. The presenter will be Heidi Fischer. She would like to present some tips and activities for developing writing skills in middle school and high school learners.

What's Up in KOTESOL

edited by Kevin Landry

This is an outline for the 34th KOTESOL Gyeonggi Chapter Meeting. Our vice president Scott Miles recommended Fischer who is a professor at Sogang University as a presenter of this meeting. I hope it can be very helpful and useful for all of us and we can share our teaching experience in this meeting.

I'm looking forward to seeing all of you on June 14th. So please email your advanced notice to Jang-suk Kim, Suwon chapter reporter (E-mail) kcjk1@hanmail.net

There has been a big shuffle in our officers. The current president, Gye-hyoung Yoo at Suwon Buk Middle School, will go to the University of Kansas, to study TESOL. She received scholarship from the government for 2 years from August 1st, 2003 to July 31, 2005. So the president Dr. Mi-jae Lee from Suwon university will return.

DAEGU-GYEONGBUK

by *Julie Stockton*

Let's say there are 40 students in the room. Some are listening, but the rest are sleeping, talking, drawing, etc. There's only one teacher, and that teacher is you. Classroom management is about what you are going to do to get their attention and keep it. Amy Kroesche and Edward Lee

presented some insightful and very practical ways to deal with classroom management and to motivate second language learners. They suggest that problems in the classroom develop from within the following three areas: management, discipline, and motivation. Teachers should establish some practical and timesaving routines, as well as make the lesson relevant. They demonstrated ways to make lessons interesting, fun, challenging, and less anxiety producing. They also emphasized that discipline should be the students' responsibility, not the teacher's. Generally, teachers need to figure out in which area problems in their classes lay and focus on that area.

Our next meeting focused on managing large classes. Now, imagine that you have 60, 80, or 100 students in your classes. Large classes present added challenges for the instructor. Fred Stark has found that setting realistic goals, making use of the advantages offered, and modeling and practicing in small groups has made teaching large classes both manageable and productive. He also presented some very practical time-saving devices: use a seating chart for taking attendance and learning students' names, ask students to self-report, provide good explanations of assignments in the class syllabus, and provide a choice of assignments.

Our chapter meetings provide a professional yet friendly atmosphere, the chance to use English in a professional setting, the opportunity to learn about and often experience new TESOL ideas and skills, and to re-visit some established ESL teaching practices in a new light. Visit our chapter homepage at <http://www.kotesol.org/daegu/>

JEOLLA CHAPTER

by *Allison Bill*

Jeolla Chapter finished off the semester in June with two great presentations. Martin Dibbs, who was a professional musician before coming to Korea, told us to teach our students some of the cultural context that impacted the writing of the song we are using. This will help our students to understand the song's meaning. Yeon-sung Park talked about her experiences using student written dramas

as her mid-term tests with university students.

Speaking of drama, the Annual Jeolla Drama Festival is coming up soon. Please consider adding drama to your plans for this fall semester. Bring your students to Jeonju on October 25th. This is a great opportunity for your students to either create a new drama or provide a new twist to something old. (Coaching a team also looks good on your resume). English drama can increase your students confidence, and as

Yeon-sung told us in June, it can improve teacher-student interactions. If you are interested in more information, check out our website or e-mail our chapter president, Phil Owen at phil_owen_99@yahoo.com.

Jeolla Chapter meets once a month, alternating between Kwangju and Jeonju. Our first meeting of the fall semester will be on September 20th at Chonnam University in Kwangju. Each month, Jeolla meetings consist of two presentations, one from a chapter member and one from outside the chapter, so if you have a new research project or useful teaching tip you'd like to share with us, please contact our president.

GANGWON CHAPTER

by *Ryan Cassidy*

Hopefully this issue of TEC finds everyone enjoying their summer. Hopefully that involves some vacation time.

There are no meetings scheduled for the months of July and August with the next scheduled meeting to take place in Chuncheon at Hallym University on September 6th, 2003 at 2:30. Look for our newsletter for updates, meeting agendas and directions. As well, keep your eyes open for more information about the KOTESOL International Conference coming up in October, one of the highlights of the KOTESOL calendar.

Any members who have not been receiving their newsletters, please email Ryan Cassidy at gangwonkotesol@hotmail.com so we can update your membership information.

Have a safe and happy vacation. See you in September.

CHEONGJU

by Jim McMillan

The Cheongju Chapter ended the spring semester with an insightful presentation by Adrian Smith, a former high school teacher from Australia. Currently, working for Chungbuk National University's Education Center, he is completing his Master's in TESOL, and initiated a discussion regarding "Functional Grammar" in the Korean EFL classroom.

The role of the instructor and the purpose served by grammar lesson approaches are ideas we will take into the summer to supplement our pursuit of improving ourselves as teachers of English to Korean students.

We look forward to kicking off the fall semester with a lecture that will stimulate awareness as Nicholas Welch of the Cheongju National University of Education introduces "Cross-cultural currents: The roles of Anglophone teachers and Korean students as cultural ambassadors." Don't miss this meeting on August 30, 2003, Saturday at 2:00PM, held at Chongju University in the Humanities Building, Room 312. We hold monthly meetings every last Saturday of the month.

Unfortunately, we need to say goodbye to Janise Shanley, our Membership Coordinator, as she leaves Cheongju to seek adventure elsewhere in Korea. She is a Master's candidate for Applied Linguistics/TESOL and will be teaching at a university outside our provincial borders. We thank her for her time and contribution to the Cheongju KOTESOL chapter. Please take this opportunity to volunteer your services as an executive member of our local chapter. Simply write to chongjukotesol@hotmail.com and

check out our website at <http://www.kotesol.org/cheongju>.

SEOUL CHAPTER

by Tory Thorkelson

Seoul Chapter enjoyed a very special monthly meeting in May focusing on Young Learners and another is in the works with Jake Kimball and the Young Learner's SIG possibly for September. Work is also heating up for the regional conference for Seoul Chapter in the spring of 2004. We were saddened to lose a very active member and good friend unexpectedly in May as well. Jim Gongwer is a name synonymous with the best qualities of an educator, friend and active KOTESOL member. He will be sadly missed by all who knew him.

In a similarly bittersweet vein, our hardworking Publicity person, Nicole Lower left the country in May and our irreplaceable and invaluable Newsletter Editor, Park EunYung, will be leaving in September. Our newsletter was changed from "English Beat" to "About Seoul KOTESOL" (or ASK for short). Eunyung deserves full credit for the change and response from members new and old has been very positive regarding the new webpage design and the newsletter name.

Congratulations are in order for Tim Lewis, the webmaster for national and Seoul Chapter as well. Peter Nelson, a member at large, has also taken over the helm of Korea Teacher Training (see www.kotesol.org/ktt for more information about this very special department). If anyone is interested in joining Seoul Chapter or our executive please check our amazing website at www.kotesol.org/seoul. We will be having meetings in July and August and expect some interesting presentations and workshops on cross-cultural education, Konglish and many other topics of interest to our membership. We hope to see you at our next meeting!

WRITING & EDITING SPECIAL INTEREST GROUP (WESIG)

by Adam Turner

The recent establishment of an Academic Writing Lab at Seoul National University <http://writing.snu.ac.kr/> shows the increasing recognition of the importance of teaching writing skills in Korea.

To aid in this development, the Writing and Editing Special Interest Group (WESIG) supports KOTESOL members who are interested in developing their skills as writing teachers and editors. The SIG is mainly an online forum for teachers who want to share tips and insights about teaching writing with other teachers in Korea. It also offers a chance for the increasing number of teachers offering English for Specific Purposes writing classes to find other teachers with similar interests.

Upcoming projects

Teachers have excellent writing and teaching tips to share that are not full lesson plans, and not quite teaching articles. We are collecting these ideas to post on our website and format as files that can be sent to interested KOTESOL members. We have also just started to exchange handouts via the website and intend to add many more next term. Look out for Writing SIG presentations at the national conference.

Visit <http://groups.msn.com/KOTESOLWESIG/> whether or not you want to become an active member. There are a substantial number of tips and resources of interest to all teachers.

The facilitator is also continuing to build a comprehensive website for advanced writing at <http://hanyangwriting.tripod.com/>.

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The ENGLISH CONNECTION

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

Calendar

compiled by
Louie L. Dragut

CONFERENCES

- 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 9-10 '03** 29th Annual JASELE Convention, Sendai, Japan. Contact: (Web) <http://www.jasele.org>
- 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 15-19 '03** "TEFL Practice and Reform in China" Second International Annual IATEFL Conference, Jilin, China. Contact: Msafiri Sinkala (Email) tefl@tefl-china.net (Web) <http://www.tefl-china.net>
- Aug 21-24 '03** Generative Linguistics in the Old World (GLOW) in Asia, Seoul, Korea. Contact: (Web) <http://glow.uvt.nl/conf.htm>
- Sept 4-6 '03** "National Policy for Foreign Language Education: searching for the Ideal" JACET Convention, Sendai, Japan. Contact: Kumiko Murata (Email) convention@jacet.org
- Sept 13-14 '03** "Supporting Independent Language Learning in the 21st Century" Independent Learning Association Inaugural Conference, Melbourne, Australia. Contact: (Email) info@independentlearning.org (Web) <http://www.independentlearning.org/>
- Sept 20 '03** KOTESOL Young Learner's SIG Symposium. Sookmyung Women's University, Seoul. Contact Jake Kimball for more information. Email ylsigkr@yahoo.com
- 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 NO REGISTRATION FEE for presenters or for

participants who preregister during the 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 13-15 '03** "Connecting Communities: Inspirations and Aspirations". TESL Canada 17th Conference, Vancouver: Contact Carol May (Email) admin@tesl.ca or (web) <http://www.tesl.ca>
- Nov 22-24 '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 AILA), 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. Info (Email) generalenquiries@iatefl.org
- Jun 24-27 '04** PAC5, Vladivostok. Contact: Stephen Ryan (Email) ryanyama@hcc5.bai.ne.jp

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

CALLS FOR PAPERS

- 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: TEC Calendar (Email) <KOTESOL@chollian.net>

We are Looking for a New Calendar Editor!

Young Learner's Symposium Sept 20, 2003
at Sookmyung Univ.

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?

Who's Where in KOTESOL

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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
(Email) <yhsigkr@yahoo.com>

Writing & Editing SIG

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

English for the Deaf

Marilyn Plumlee, Facilitator (C) 016-838-9186
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KTT (KOTESOL Teacher Training)

Dr. Peter Nelson, KTT Co-Coordinator Chungang University
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Julie Stockton, Data Management Maintenance

Robert Dickey, Data Management Maintenance

Kevin Parent, Data Management Programming

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Scott Berlin, 1993-94

Dr. Kim Jeong-ryeol, 1994-95

Dr. Oryang Kwon, 1995-96

Dr. Park Joo-kyung, 1996-97

Carl Dusthimer, 1997-99

Dr. Han Sangho, 1999-00

Dr. Andrew Finch, 2000-01

Dr. Hyun Taeduck, 2001

Dr. Robert J. Dickey, 2001-2002

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-Chungnam, Cheongju, Suwon-Gyeonggi, Seoul, Daegu-Gyeongbuk, Gangwon, and Busan-Gyeongnam.
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 (from your designated chapter you officially signed up).
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 our 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

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 Hangeul if possible.**

New membership Membership renewal Change of address / information

Type of membership:

Individual (40,000 won/year) Lifetime (400,000 won)
 International (US\$50.00/year) Undergraduate Student (20,000 won/year, attach ID)
 2-Year Individual (75,000 won/2-year) **NEW!!**

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