



KOTESOL

대한영어교육학회

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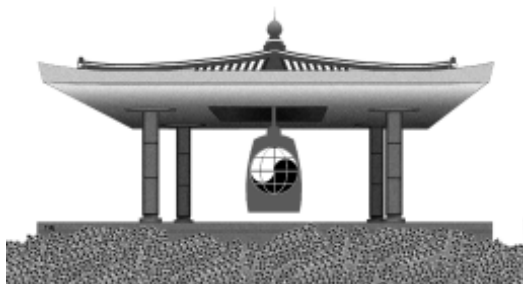
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and much, much more!



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 5

Teaching English Through English (TETE) has been a hot issue in English education in Korea. Some say TETE is effective, others complain that it is unrealistic and counter-productive. According to the 7th National School Curriculum of Foreign language in Korea, TETE is encouraged out of the belief that authentic and meaningful communication is necessary for advancing English fluency and accuracy. To many, TETE means that teachers use English only. Many educators think that fluency in English will be developed by this method. They blame Teaching English Through

Teaching English Through English: Justified?

by *Soojin Lee*

Korean (TETK) for silencing Koreans when faced with native English speakers. Choe (2002) points out the negative effects of using Korean in English classrooms. That is, the use of the mother tongue is inappropriate for promoting authentic communication as well as stimulating students' motivation to learn English (translated by this author). And Kwon et al. (2000) insists that English should be acquired through the practice of that language, not through the lecture of grammar rules using the

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September, 2003

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Editor-in-Chief

Robert J. Dickey (W) 054-770-5136
(Email) <rjdickey@soback.komet.net>, <rjdickey@hotmail.com>

Column Editors

Dr. Woo Sangdo (President's Message)
(Email) <woosd@pro.gjue.ac.kr>

Dr. Andy Curtis (Professional Development)
(Email) <curtisa@post.queensu.ca>

Dr. David Shaffer (Word Whys)
(W) 062-230-6917, (WF) 062-226-4181, (H) 032-501-9153
(Email) <disin@chosun.ac.kr>

(Calendar) We are looking for a new Calendar Editor

David McMurray (Pan Asia)
(Tel/fax) +81-99-262-2285 Japan
(Email) <mcmurray@int.iuk.ac.jp>

Dr. Yangdon Ju (Conference)
(Email) <ydju@hcc.ac.kr>

Section Editors

Douglas Margolis (Training Notes)
(Email) <margolis@hawaii.edu>

Kevin Landry (What's Up in KOTESOL)
(C) 016-373-1492 (W) 032-340-3431
(Email) <klandry2002@yahoo.ca>

Jerry Foley (Membership Spotlight)
(H) 051-626-5916 (Email) <jmfoley@hotmail.com>

Jake Kimball (Young Learners)
(Email) <ilejake@yahoo.com>

Production

advertising by **Robert J. Dickey** (see info this page)
this issue's layout by **Robert J. Dickey**

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Editorial Staff

Demetra Gates Choi (Editor-at-Large)
(W) 032-540-1337 (Email) <gatesde@inue.ac.kr>

Dr. David Shaffer (Editor-at-Large)
(W) 062-230-6917, (WF) 062-226-4181, (H) 02-323-9152
(Email) <disin@mail.chosun.ac.kr>

Michael Duffy (Editor-at-Large)
(W) 051-200-7054 (H) 051-248-4080 (Pager) 012-789-4080
(Email) <duffy@mail.donga.ac.kr>

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

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The Year, the Conference, and Elections

Dear KOTESOLers,

We are already in September and the KOTESOL International Conference, the single most important event of the year on the KOTESOL calendar, is just a month away. It seems like only yesterday that I was wondering and worrying about what to write for my first President's Message, right after the 2002 Conference last October. Now I am writing my last message, and I have just realized how fast the time has

flown over the past year. While I feel somewhat regretful for not having achieved some of the goals I set at the beginning of my term, I still take great satisfaction in the vitality that KOTESOL enjoys at present.



I would like to thank the national officers and committee chairs for their great efforts in making this a successful KOTESOL year. Among these, our Immediate Past President, Dr. Robert Dickey, deserves my special thanks for guiding and assisting me in carrying out my duties as President more effectively and properly. Another person I owe a special thanks to is Dr. David Shaffer, whose ongoing advice and suggestions have made my work a lot easier and enjoyable.

One group of very dedicated people in KOTESOL is the chapter officers, who have been working very hard to organize chapter meetings to meet the needs of their chapter members. Having chapters in an academic association such as ours is quite unique in Korea, and it is one of the best ways to serve our members better. Some chapter officers have changed over the year, both the old and new officers should be praised for their great service. KOTESOL now has eight vibrant chapters across the country: Gangwon, Seoul, Suwon-Gyeonggi, Daejeon-Chungnam, Jeolla, Daegu-Gyeongbuk, and Busan-Gyeongnam.

President's Message

by
Dr. Sangdo Woo

All the officers at both the national and chapter level as well as committee chairs and department heads have been working very hard throughout the year. Among these, I would like to extend my sincerest thanks to the 2003 Conference Committee chaired by Dr. Yangdon Ju and co-chaired by Mr. David Kim. The duties of the Conference Committee members require a yearlong commitment on their part - from the end of last year's Conference until past the end of this year's Conference. They are working on Conference preparations as you read this message. All the members on the Committee are volunteers just like the other officers in KOTESOL, and they have put an enormous amount of their time and energy into preparations for the two-day event you will be enjoying in October. I would like to encourage you to offer them a warm "thank you" when you see these people volunteering their time at the Conference, we also need to thank all those people working behind the scenes prior to and during the Conference.

You can do your part in promoting the Conference by participating in our 1+2=3 campaign. Simply inform two of your ELT colleagues of the upcoming KOTESOL Conference and encourage them to attend. Help us triple participation this year. (For more on the Conference, see the Conference 2003 column inside.)

The most important people in KOTESOL are its members, and for the organization to thrive, KOTESOL needs your contribution. At the Conference, there will be an election of officers for the year 2003-2004. I would like to strongly encourage you to consider running for an office or recommend a colleague or friend to run. You would be surprised by how much you can learn and gain professionally and personally by giving your time to KOTESOL. If you are interested in running for an office, please contact Nominations and Elections Committee Chair Joseph Nicholas at <josnicholas@yahoo.com>. Remember that KOTESOL is run by members like you.

I would like to thank all the KOTESOL members for your support and contributions to making my term of office, 2002-2003, a great year. I am looking forward to meeting you and your friends and colleagues at the Conference.

Teaching English . . .

continued from the front page

mother tongue (translated by this author). Some teachers of English, however, argue that TETK provides more benefits than TETE, such as clear understanding of the contents, efficient use of time, and reduction of student anxiety. In this article, we will explore the reasons behind the TETE approach and offer tips for teachers on how to increase their use of English in the classroom while maintaining the effectiveness of the lesson.

Exposure to comprehensible input in the target language

According to Van Lier (1996), to advance foreign language proficiency, exposure to the target language is indispensable. In the Korean context, however, where target language input is limited both in and out of the classroom, it seems difficult to experience the process of language acquisition which Van Lier (1996) describes. As a result, it is a prevailing trend for Koreans to go to English speaking countries in order to completely expose themselves to the target language. But, in reality, there is another tragedy waiting for them abroad, that is, poor

is essential for triggering the acquisition of language. Both he and Van Lier emphasize the importance of input that is comprehensible. Besides, they don't worry about fossilization because they believe that large quantities of quality input will advance student language proficiency.

Lower anxiety through frequent exposure to the target language

TETE in the Korean classroom aims to provide such comprehensible input for Korean students. While teaching English through English as frequently as possible, teachers give good quality comprehensible input to their students, and also eliminate anxiety the students might feel in the unfamiliar surroundings of foreign countries. Although some teachers have complained that TETE increases anxiety, many studies have found that the anxiety may come from the lack of exposure to the target language. Kim (2002), for example, found that her subjects who had private class experience had lower levels of anxiety in listening than those without such exposure. Hwang (2002), moreover, reports finding a significant reduction of learner anxiety after 12 weeks of English-only instruction. This research evidence suggests that the TETE

Some teachers believe that it would be better for students to listen to native speakers and imitate their pronunciation, rather than be flooded with the teacher's accent and mistakes. Finally, teachers are concerned about losing face and authority in the classroom. Korean teachers wield mighty power over students and fear losing it from appearing ignorant or less than perfect.

Despite these worries, TETE is still worth applying to Korean classrooms and the following suggestions will be helpful to understand how to use TETE without feeling burdened and undermined by it.

Use Korean when the cost of English is too great

Since one goal of teaching is to lead learners to understand the contents of materials, it is natural for teachers to feel concerned about students' ability to understand in TETE classrooms where the main tool for instruction is English. According to Cook (2001), teachers should turn to the first language if it is apparent that using the target language would be inefficient or problematic for the learner. She also argues that the first language should be used when explaining grammar, organizing tasks, disciplining students, and implementing tests. John Harbord (1992) also supports the use of mother tongue, and writes, "The object is to use [the mother tongue] effectively to help students to understand that what works in their mother tongue may not work in English" (p.355). Therefore, even though frequent exposure to the target language is crucial for foreign language education and teachers should attempt to primarily communicate through English, the first language deserves a place in the classroom too. With help from the mother tongue, teachers can manage TETE classroom more properly. The key is to keep Korean in reserve and only resort to it when necessary, not using it as a primary communication tool.

There are also lots of options teachers can try when students have troubles in comprehending meaning. Teachers not only can try to speak simple sentences, but also utilize visual aids, gestures, and routine language to enhance the students' ability to understand. In

Although some teachers have complained that TETE increases anxiety, many studies have found that the anxiety may come from the lack of exposure to the target language.

quality of input. Van Lier (1996) emphasizes the importance of input quality as well as quantity. He writes, "exposure-language is usable when the learner can make sense of it, is receptive to it, and makes an effort to process it" (p.45). In fact, if learners are just plunged into the unfamiliar language environment where most of the input is beyond their comprehension, the exposure will be of no use for their language acquisition, and thus, only result in failure of engagement, discouragement, and possibly, de-motivation.

Krashen (2002) also asserts the need for "comprehensible input," which he claims

method provides the ideal conditions for the acquisition of English in Korea, that is to say, low anxiety and high comprehensible input.

Why teachers hesitate

Given the potential benefits of TETE, we should explore why teachers in Korea are hesitating to implement it in their classrooms. First of all, many English teachers in Korea worry that students may not understand what teachers say in class, wasting time without any fruitful effect. Another worry is fossilization of errors due to the teacher's poor pronunciation.

addition, by making a comfortable environment where students feel no hesitation to ask any questions about what they cannot understand, teachers provide additional opportunities for student comprehension. And teachers can also facilitate student autonomy and increase their ability to make class time more efficient and worthwhile for their language learning. Furthermore, while the teacher should make every effort to maintain

methods will be respected by her or his students.

Expose students to various pronunciations

Another concern about TETE is that students will fossilize errors due to the teacher's poor pronunciation. But the students of today have many resources,

is students soon realize that words and expressions in English don't have exact translations but rather that their connotations depend on often ambiguous, temporary, and contextual meanings. Thus, TETE reinforces a realistic perception of foreign language as a communication tool.

Through the TETE method, teachers give students good quality comprehensible input, and also eliminate student foreign language anxiety. Besides, TETE can boost student confidence for communicating in English. Despite these benefits, however, Korean English teachers are reluctant to use TETE. The fundamental reason for this reluctance is that few teachers have experienced TETE during their language learning and thus have no model to follow. In this article, therefore, I have tried to provide some tips for implementing TETE. Teachers can facilitate student understanding of TETE communication, for example, with visual aids, gestures, simple sentences, and, when necessary, a quick switch to Korean. Additionally, the worry that teachers might lose face can be countered by admitting that they sometimes make mistakes and that students are not enemies to wield power over, but people trusting teachers to guide them in the proper direction. Then students will respect their teacher more and the relationship between them will become more fruitful. Finally, the worry about the fossilization of student pronunciation is unnecessary, since there are lots of resources from which students can practice their pronunciation without having effects from their teacher's foreign accent. In short, teachers don't have to be stressed out by TETE.

In short, teachers don't have to be stressed out by TETE

communications in English, students should be permitted to ask questions and communicate in Korean. Giving students this option builds their confidence and trust while guaranteeing their comprehension of essential lesson contents. As long as students receive authentic English input from the teacher, the goals of TETE are achieved.

Admit that teachers are not 'God'

Teacher's concern about losing the authority traditionally endowed by Korean classroom culture cannot be easily dismissed, given that classroom management and school discipline depend on this authority. During the class students may ask questions that teachers cannot answer, or sometimes the teacher's expressions may sound awkward. Most Korean teachers think they will lose face from such "fatal blunders", and fear that their students will not respect them anymore. Both teachers and students, however, must accept that teachers are fallible. Teachers cannot always be perfect. In other words, they are not "God", but ordinary people who have weakness as well as strength. Even teachers sometimes make mistakes and can benefit from opening a dictionary to look up unfamiliar words. Teachers therefore should break the myth of perfection by themselves and admit that there might be one or two things that they do not know. In doing so, they may help students overcome their fears of making mistakes and cultivate a productive and motivating learning atmosphere in their classrooms. Moreover, a teacher who continues to study as a learner and is eager to try new teaching

including tapes, computers, and access to native speakers. In other words, teachers in school are not the only source of listening input. Therefore, students don't have to imitate their Korean teacher's pronunciation. Moreover, English has nowadays become a global language with lots of dialects as well as various pronunciations, so native-like pronunciation is not necessarily needed to successfully communicate in English. Finally, student pronunciation is more likely to improve from hearing and speaking English, rather than listening to long explanations in Korean about grammar and word meanings.

Build a tolerance for ambiguity

Finally, in order to establish TETE successfully in Korean classrooms, it is critical for the students to build a tolerance for ambiguity in learning English. In foreign language study, learners encounter a huge amount of diverse information, such as words and rules, that are different from their native language. If learners are not given time to resolve cognitively obscure statements, they are disturbed by ambiguity and uncertainty, which is detrimental to language learning. Several research findings show that learners with tolerance for ambiguity are slightly more successful at certain language tasks (Naiman et al., 1978; Chappelle & Roberts, 1986). Therefore, even if some students are unclear about the teacher's instruction in the TETE classroom, they should be encouraged to guess the meaning from the context, instead of complaining about the teaching method. Further, another benefit of TETE

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A Fashion Show Skit

recommended by John Skye

Here's a lesson idea for a skit in your English classroom. Why burden the students with an activity using their speaking, writing, and creative skills? Because, it's a fun, action-review that combines two lessons. Your students, in groups of four, will be writing a skit

Techniques

edited by
John Skye

incorporating weather and clothing to present to the class in the form of a fashion show. My university students in Daejeon and Chonju really enjoyed this activity. There was uproarious laughter in the class at presentation time and the teacher was able to review prior learning and score a speaking and writing exercise.

The following is a step by step lesson plan for this activity. The lesson is divided into two parts: writing and speaking. First, your students should be familiar with the target language for this activity: weather and clothing. Consider using a teacher-developed handout with a Word Bank and sentences or phrases to prompt and guide their responses. Here is an example of a sentence prompt: Name wears a _____ because it's _____ today. Also, for reference, give your students the text pages of the themes. Now start the class with a review of the vocabulary in the target language by accessing prior knowledge and experience. This helps the students to know how to say what they need for the activity.

Materials needed: The teacher assigns each group a clothing packet. This packet may be a page from a fashion magazine, reference pages from the student textbook, or a teacher developed, A4-sized, cardboard collage with pictures of models from a department store clothing catalog. The pictures should have varied dress and include items and clothing for different weather situations, i.e. beach wear, business dress, an umbrella etc.

Option: younger students might make a craft project here with paper clothes.

Next, each group of four students works together to create sentences in English for a skit about the clothes in the handout with appropriate weather phrases. The grammar requirement is to use three verb tenses. This is the writing portion of the activity, and all of the students need to write a copy of the skit. They should have different lines to speak at the fashion show, to introduce, explain, or describe clothing and weather. The teacher can expand the skit to include, for example, the days of the week, and determine how long each student speaks. Each student generally speaks for only two minutes. There should not be just one announcer for the group, nor should creativity be bound. In my experience in Korea, a male student introduces the models. The female students act as models, and describe their clothes/ sample illustration. For example, "I'm wearing a raincoat because it is raining today." Complexity of the written and spoken word will vary according to the students ability in English. Now the teacher can sit back and let the students show off their creative ability with the presentation of the fashion show. Get ready to be entertained and surprised.

Note: This is a flexible lesson that can be modified for subjects of interest, level of ability in English, grade, and completion time. For example, the skit can be used as a test at the end of a chapter of study, spread out over several class periods, used as a major exam or project, and the themes can be changed. Elementary students could present their skit from a table using stick and paper figures, dolls, or visuals, while university students might dramatically role-play or illustrate their presentation. The methodology is cooperative group work with guided and independent practice.

The students now present their skit, a fashion show, to the class. This is the speaking portion of the activity. Encourage your students to be creative by using enthusiasm, music, and visuals in their presentations. The skit can be simple or elaborate, short or long. Students can present either seated at their desks or standing at the front of the class. Sometimes the activity is spread over three class periods: writing, rehearsing, and presenting. Scoring the activity is based equally at 25% on the following four areas: speaking, writing, creativity, and presenting.

Your students will enjoy this activity because it is guided review done in a support group and appeals to the three major learning styles. Most importantly, it seems like play, and the students will have fun doing the skit.

Our new Editor: John Skye taught in Korea for 7 years. He and his family now live in Virginia Beach, Virginia. He teaches English Literature, and Spanish as a second language, at the Ridgecroft School in North Carolina.

**Lots more tricks and tips on offer at the
Annual International Conference.**

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<http://www.kotesol.org>

look for the conference registration links!

An Invitation to the 11th Annual KOTESOL International Conference

Conference

2003

by
Yangdon Ju

The KOTESOL Conference Committee would like to cordially invite you to attend the annual International Conference to be held on October 18th and 19th at SETI (Seoul Educational Training Institute: <http://www.seti.go.kr/english/html/>) in Seoul. This year's conference promises to be a great success, as a stellar program has been prepared for conference-goers in line with this year's theme, "Gateways to Growth: Exploring ELT Resources."

Who are the plenary speakers?

One plenary speaker is **Dr. Donald Freeman**, former president of TESOL International, and author of *Doing Teacher Research: From Inquiry to Understanding*, one among many of the books he has written. Dr. Freeman's presentation, entitled "Creating a Framework of Classroom Participation" will examine the orchestration of teachers' intentions and students' expectations within a participation model, as it applies to the language classroom. Our Sunday plenary speaker is **Dr. Brian Tomlinson**, from Leeds Metropolitan University, UK, and Founder/President of the Materials Development Association (MATSDA). Dr. Tomlinson, in his presentation entitled "The Resourceful Teacher: Ways of Helping Teachers to Help Themselves" will provide suggestions of how teachers can help their students with innovative use of material resources available to them, as well as, outline the various ways teacher development programs can help teachers be more resourceful in different context. Both speakers are considered leaders in their respective fields and their talks are expected to be insightful and informative.

Who are the featured speakers?

Dave Sperling, creator of Dave's ESL Café, is going to provide his thoughts concerning the tremendous impact the **Internet** has had upon English language teaching and learning throughout Asia and the world. **Dr. Caroline Linse**, at the University of North Carolina, is going to

impart pearls of wisdom in teaching **young learners** based on her years of teaching experience. **Dr. Lin Lougheed**, founder of Instructional Design International, Inc., is a leader in the area of **English for Specific Purposes** and author of over 30 EFL/ESP texts, and is going to speak of humor in EFL texts. **Marc Helgesen** of Miyagi Gakuin Women's University, Japan, is going to present on **language planning**. And, **Dr. David Nunan**, from the University of Hong Kong, author of over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis, is going to provide a talk concerning adding value to your **teaching through IT**.

What about the other presentations?

Over 100 presentations covering a plethora of English language teaching and learning issues, including the four+one skills (reading, writing, speaking, listening, and pronunciation), educational levels (elementary, secondary, university, and adult), research, methodology, classroom contents, inter-cultural instruction, and assessment, among many others, are planned. Both theoretical and practical considerations are touched upon, from elaborating the competing theories to language acquisition, to reporting classroom research and exploring the implications of such findings, to providing a variety of "quicky" lesson plans, and even workshops and discussions about cultural issues.

Anything else?

The **Employment Center**, the employer-employee match-making service, is available for resume drop-off for teachers, while employers can post job listings and hold interviews at the conference. (Direct inquiries about the Employment Center to Peter Nelson at peterprofessor@hotmail.com.) Also, a number of **SIGs** (Special Interest Groups, e.g., Teacher Development, Young Learners, Writing, CALL, and Research)

are going to hold workshops, panels, and other events. **Web-casting** sessions are being conducted during the conference, where special speakers are going to be interviewed live for broadcasting over the Internet so others can watch/listen throughout the world. These sessions are open to conference goers to ask questions of the speakers. In addition, the major international and domestic publishers are going to display their wares, for those looking to find the right textbook/workbook for your students.

Where can I find more detail about the conference?

The conference website is constantly being updated with the latest news about the conference, and can be found at **www.kotesol.org**, following the "conference" links.

If you pre-register before September 26, KOTESOL members pay only W25,000, while non-member's pay W45,000, the total for both days. If you join KOTESOL at the time of pre-registration, you will save W20,000 on the conference fee. Onsite registration is W35,000 for KOTESOL members and W55,000 for non-members. If you are not a member of KOTESOL but join within the pre-registration period, you can save W30,000 on the conference fee. For more information on joining KOTESOL visit www.kotesol.org.

We hope you can join us in this exciting event. See you at the conference!

Best wishes,

Dr. Yangdon Ju
Conference Chair

David D. I. Kim
Conference Co-Chair

It's not too late to Volunteer at the Conference!

Conference Plenary & Featured Speakers

Donald Freeman, Plenary Speaker

Creating a Framework of Classroom Participation

A key challenge for any teacher is to mesh her intentions— what she plans for the lesson— and her students' expectations - the way they are used to learning in the classroom. When that connection is made, classes usually 'work.' When it breaks down, we often see the problem as class management. In this talk, I want to reconsider this situation from the point of view of participation: how to support student and teacher participation in lessons more fully. Since participation is critical to good language learning, successfully orchestrating this connection between what the teacher intends and what the students expect is key. I plan to examine 1) some key ideas about classroom participation; 2) how participation works - and doesn't work - particularly in large classes, using data from an on-line research project, and 3) the everyday tools we have to improve the situation. I am particularly interested in how the textbook can be designed to create a common tool for teachers and students to 'get on the same page.'

Donald Freeman is Dean of Graduate and Professional Studies in Language Teacher Education at the School for International Training, where he also directs the Center for Teacher Education, Training, and Research. He is a past president of TESOL, member of the Board of the TESOL International Research Foundation, and the International Advisory Council for the University of Cambridge ESOL Examinations (formerly UCLES).

Brian Tomlinson, Plenary Speaker

The Resourceful Teacher: Helping Teachers to Resource Themselves

The Teacher as a Rich Resource
The presentation will give examples as to how teachers can help their students by:

- Generating positive energy in the classroom

- Stimulating enthusiasm and response
- Acting as performers
- Using a personal voice
- Using their own lives as materials
- Acting as participants in class activities
- Being supportive and constructive in response
- Being creative in their use of the learning environment
- Exploiting learning opportunities
- Selecting appropriate materials
- Adapting materials
- Developing materials
- Setting achievable challenges
- Stimulating and guiding their students to be resourceful

Helping the Teachers to Help Themselves

The presentation will propose the following ways in which teacher development programmes can help teachers to be resourceful:

- Problem solving tasks
- Simulations
- Peer mentoring
- Encouraging reflection
- Stimulating creativity
- Materials development

Dr Brian Tomlinson is Reader in Language Learning and Teaching at Leeds Metropolitan University where he is Head of the Post-Graduate, Research and Consultancy Unit of the Centre for Language Study. He is the Founder and President of MATSDA, the international materials development association. He has published numerous articles and books, including Discover English, Openings, Superbird, and Materials Development in Language Teaching. His new book Developing Materials in Language Teaching has just been published by Continuum Press.

Dave Sperling, Featured Speaker

The Power of the Internet in the ESL Classroom

Dave Sperling will discuss the powerful and exciting possibilities in using technology in the ESL classroom, as well as the challenges facing teachers in the 21st century. During the presentation Dave

will demonstrate how students can learn English and meet friends from all corners of the world, and show how teachers can encourage students to take advantage of the Internet to improve their skills in reading, writing, listening, speaking, grammar, vocabulary, idioms and slang.

Dave Sperling is the creator of the well-known ESL/EFL website, Dave's ESL Cafe, as well as the author of The Internet Guide for English Language Teachers, Dave Sperling's Internet Guide, and Dave Sperling's Internet Activity Workbook. Dave began his teaching career in Asia in 1985, he now runs Dave's ESL Cafe full-time.

David Nunan, Featured Speaker

The ELT curriculum, IT and learner autonomy

In this presentation, I will look at some of the ways in which information technology can add value to the curriculum, from planning, through implementation to evaluation. Key points made in the presentation will be illustrated with reference to a number of projects being carried out within the English Centre at the University of Hong Kong. These include the use of IT for course management, the use of text and voice chat classrooms for online instruction, and the use of web-based portfolios for assessing student outcomes. Advantages and disadvantages of these initiatives will be presented and discussed.

David Nunan is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong, positions he has held for ten years. David Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis. His recent publications include Second Language Teaching and Learning (Heinle: Thomson), Knowledge and discourse (Longman), and Practical English Language Teaching (McGraw-Hill). His textbook projects include ATLAS: Learning Centered-Communication, Go For It! Expressions, and Listen In, second edition, all published by Heinle & Heinle / Thomson Learning Publishing.

Marc Helgesen, Featured Speaker

Language Planning: An Effective, Common Sense Tool

Louis Pasteur said, "Chance favors the prepared mind." Yet often we demand instant production. (Teacher: Pairwork. You're A. You're B. Here's the task. TALK!). The result: Students say the easiest thing possible. Language Planning (LP), a common sense alternative, gives learners tasks that allow them to think about what they want to say and how to say it. These include mental preparation, pronunciation awareness, personalization, and choice. There are several clear benefits of language planning:

- increased fluency. Students think through what they want to say so they are able to speak more smoothly.
- increased complexity. Knowing what they want to say, they can do so more exactly.
- increased accuracy. Learners have been through it once so they are often able to say it more correctly.

This activity-based workshop will share practical LP activities with particular attention as to ways to add LP to textbooks that do not include such tasks.

Marc Helgesen has led teacher development workshops throughout Asia and has been a featured speaker at Korea TESOL, JALT, and Thai TESOL. He is an author of over 100 articles and textbooks including the English Firsthand and Workplace English series (Longman) and

Active Listening (Cambridge). Marc is professor in the Dept. of Intercultural Studies, Miyagi Gakuin Women's University, Sendai. He also teaches in the MA TESOL program at Columbia University Teachers College – Japan program.

Lin Lougheed, Featured Speaker

Humor in the Classroom: Don't Make Me Laugh.

Humor. Can a textbook be funny? Can a teacher be a comedian? Does humor help students learn English? Does it help a teacher teach? Will it make you a better person? We'll explore the many types of humor. We'll talk about where we find humor, what value it might have, if any, and what its effects might be, if any. We'll see what the research says and then, as always, do what we want.

Lin Lougheed has been involved in EFL since 1967 as a student at UCLA. He earned his doctorate at Teachers College, Columbia University and received two Fulbright awards before becoming a full-time textbook author. Dr. Lougheed is a past member of the TESOL Executive Board and has served the organization as Chair of two special interest groups: Teaching English Internationally and Materials Writers. Dr. Lougheed has written over 35 EFL/ESP texts, including several TOEFL and TOEIC preparatory courses. He is also the host of Dr. Lougheed's Business English, a radio show in China. He rarely smiles.

Employment Center Returns!

The KOTESOL Employment Center is pleased to announce that it has reserved a room at the October Conference for interviews between tertiary employers and potential employees. As in years past, the EC sends notices to all universities in Korea, informing them of our service and inviting them to send a representative to the conference. When they notify us that they wish to participate, we then schedule a cubicle and interview period according to their preferences. Each year we get 10-20 university employers, and approximately 50 KOTESOL members and guests, to attend. And, according to many 'thank you' letters received, the interview program has worked.

If you are interested in seeing which colleges and universities have sent representatives (or have left envelopes for you to leave your curriculum vitae), please ask for the Employment Center when enrolling, or look for information signs during the registration period. Please note that the EC in no way endorses either a tertiary employer or any KOTESOL members or guests seeking employment. Our role is restricted to offering a user-friendly room for interviews. Please also note that most institutions will not hire applicants who do not hold an M.A. or equivalent degree.

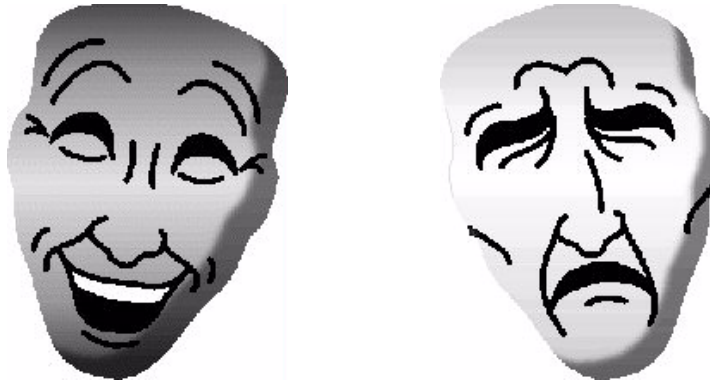
The 2003 Conference Committee

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Jeolla Chapter Drama Festival for Adults and Children



The Jeolla Chapter is happy to announce its annual Drama Festival. This year, it will be on Saturday, November 8th at Jeonju University in Jeonju.

There will be a division for elementary and secondary school students and a separate division for university students and adults.

Plays should be about 15 minutes long and have not more than eight actors. For more information, please contact us at <cholla_kotesol@yahoo.com>.

We guarantee a fun time for all!

Paths to Professional Development: Part Six -- Getting it Write



In this sixth and final piece in our series on professional development with English language teachers in Korea, I would like to write about writing. I would also like to thank the editor for giving me this opportunity, and to thank the KOTESOL readers who have emailed me their responses to the pieces.

I hope to encourage you to write about your experiences of professional development for publication in TEC, as it is through this sharing that we understand ourselves better and contribute to the communities of English language teachers and learners in which we live and work.

Interestingly, in spite all the many volumes written on writing, I have read surprisingly few clear definitions of writing – of what it is that we actually do when we write, in a first or second language. One of my favorites is a 15-year old definition from J.A. Berlin, who described writing as “an art, a creative act in which the process – the discovery of the true self – is as important as the product – the self discovered and expressed” (1988, p.484). Admittedly, Berlin is characteristically short on details of what actually happens when one writes, but the connection between writing, discovery/expression of the self, and professional development is especially relevant here.

As English language teachers, we often ask (or require) our students to keep journals of their classroom/language learning experiences. However, we are usually too busy to do so ourselves – I have often said, if I could follow even half the advice I give to my students, I would be twice the person I am today. Why do we ask our students to do this? I have kept journals, and ask my students to do

so, because thoughts and feelings remain as vague and amorphous collections of shapes and colors unless they are processed. One way of processing them, “lower level processing”, is to talk about them, but writing is a significant step up to a higher level.

When we have to write down a complex thought or feeling, we have to give some structure to what was vague and amorphous, we have to create some order out of the cognitive chaos in our heads that we call “thinking”. Although we encourage our students to see writing as a tool for thinking, again, we as teachers do not necessarily see our own writing in this same light. If we did, we would spend more time writing about our experiences, about what worked and what did not, about our thoughts and feelings as teachers and about how these influence what we do and how we do it.

My main purpose for writing this piece is to urge you to write about your experiences of professional development, for publication here or elsewhere, and even for your eyes only. Here are some reasons why you should consider writing an essential part of your professional development:

- Writing about our own experience helps us step back from our thoughts and feelings, and view them with a little less subjectivity and a little more objectivity.
- Writing about the challenges we face and how we responded to them provides a record which we can consult at a later date, to see if we would handle the same situation the same way (usually not).
- Writing regularly about our language teaching and learning beliefs and values enables us to see what changes within us and what remains the same over time, and why.
- Writing about our successes is a form of validation and celebration.
- Writing about our disappointments is cathartic and comforting.
- Sharing our writing with our colleagues develops trust and mutual

Professional Development

by
Dr. Andy Curtis

understanding, as well as revealing common concerns .

- Publishing our writing allows us to give back to the communities that support us and gives credibility to the notion of experiential writing as a valid form of professional development.

Many English language teachers I have met in Korea, and elsewhere, have pointed out that they have little time, and if they were to start writing about their daily classroom lives, they might never stop! One simple solution that has worked well for me is to set a simple timing device – I use a kitchen timer – for a short period of time, such as 10 minutes, then start writing about whatever comes into your mind when you think of the day. I write without concern for grammatical correctness – not an easy thing to do for many language teachers! – and stop when the timer starts ringing. I call this “critical incidents” or “critical moments” writing, as I find I often write about some brief incident that occurred in class that day that did not register strongly at the conscious level, but which was clearly something that had been on my mind that day.

As I approach the end of my first year as Director of the School of English at Queen’s University, we have found ourselves placing professional development right at the heart of everything we are doing. As a result, the School is growing and expanding in ways we never imagined. I believe that if you place professional development at the heart of everything you do, you too will find yourself growing and expanding in ways you never imagined.

Good luck with your journey, and Bon Voyage!

sorted by topic area

Conference Presentations - A Partial Listing

ASSESSMENT

Melanie Chitwood and Kirk Johnson
"Evaluating Oral Vocabulary Assessment in a University Proficiency Test"

Andrew Finch
"Peer-Assessed Freshman English: It's Up To You"

Don Makarchuk
"Learner Response to Portfolio Use in a Speech Class"

CALL

Joyce Chou
"Implementing Web Quests With English Language Teaching"

Ryuji Harada
"Computer Assisted or Multimedia Assisted Language Learning"

Michael Roberts
"Writing Beyond the Classroom: Utilizing Internet Communities"

Dawn Ruhl
"Power Point Created Mindmap Presentations"

James Trotta
"Developing Field Independence Through Web-Based Homework"

CLASSROOM MANAGEMENT

Paul Mead
"Practical Suggestions for Large Class Management"

Frederik Stark
"Managing Large Classes"

CONTENT-BASED INSTRUCTION

Kip Cates
"Teaching EFL and Global Issues Through Simulation"

Kelly Peake
"Developing Language Through Sociolinguistics"

Jennifer Wharton
"Content-Based Instruction for Asian ESL Students"

CONVERSATION

Sybil Baker
"Willingness to Communicate Among 4000 Korean Learners"

Gerry Lassche
"Dealing With Silence: Facilitating Participation Through Structure"

Tony Schiera
"Being in a Conversation"

CURRICULUM DESIGN

Gena Bennett
"Elements for Designing an ESL Course"

David Kim
"Curriculum Development for Teaching English Composition"

ELEMENTARY/ SECONDARY EDUCATION

Linda Fitzgibbon
"Dictogloss and Young Learners"

Anne Gardon
"Auxillary Language Programs for International Students"

Tim Thompson
"Total Physical Response Storytelling"

INTERCULTURAL INSTRUCTION

Rupert Atkinson
"Interference: Conceptual Differences Between Korean and English"

Steve Garrigues
"Teaching With Cultural Icons: Methods and Myths"

Kristin Helland
"Teaching About Culture to Korean Students"

Kang-Mi Lim
"The Attitudes of Korean Students to Learning English in Australia"

Sean Sutherland
"World Englishes and the Internet"

LEARNING STYLES & STRATEGIES

Rupert Atkinson
"Target Language Translation"

Gena Bennett
"Meeting Students' Needs"

Stephen Fergusson
"Card Games for Language Learning"

Carol Kim
"Dictogloss Revisited: Language Acquisition vs. Language Assessment"

Jake Kimball
"Graphic Organizers"

Jake Kimball
"The Life of Games"

Mika Kirimura
"Integrating Study Strategies in the EFL/ESL Classroom"

PRONUNCIATION/ PHONOLOGY

Atsushi Asai
"Phonetic and Phonological Awareness in the EFL Classroom"

Cheryl Choe
"English Pronunciation Assessments: The Relationship Between Native Korean and Native English Speakers"

David Kim
"Discrete Assessment of English Pronunciation by Native Korean Speaking English Teachers"

Phil Owen
"Hear-Say Activities for Vocabulary and Pronunciation"

READING COMPREHENSION

- Stephen Davies
"Learner Development: A Study of Reading Strategies"
- Gerry Lassche
"Just the Facts?: Exploiting Texts for Literacy Development"
- Carol Kim
"Children's Literature for Low-Level Adults"
- Incho Lee
"Criteria for Selecting EFL Materials"
- Kornwipa Poonpon
"Integrating Reading Projects Into Course Evaluation"
- Rube Redfield
"Do Kanji Reading Skills Transfer to L2?"

RESEARCH

- Ali Akbar Ansarin
"Non-Generic Use of the Definite Article *the* by Persian Learners"
- David Kim
"Research Q&A Panel Workshop: Asking the Researchers"
- David Shaffer
"Error Correction: Students Preferences and Research Findings"
- Jiyoung Shim
"Interlanguage Pragmatics: Cross-Cultural Speech Acts"
- Nematullah Shomoossi
"Teacher's Questioning Behavior Affects Classroom Behavior"
- Lawrence White
"A Look at Authentic Air Traffic Controller English"

WRITING INSTRUCTION

- Carmelita Ballesteros
"Taiwanese Teachers' Writing Course: A Pedagogical Model"
- Ben Duncan
"Theory to Composition: Internet EFL Writing"
- Eric Prochaska
"Training Korean Writers to Use Peer Response"
- Rube Redfield
"Introducing and Assessing PIBT"
- Rodney Tyson
"The Power of Peer Review"
- Rodney Tyson
"Poetry Writing in Academic Composition Classes"

Current Conference Updates: www.kotesol.org

A Magnificent Meeting

As part of its annual ritual, Korea TESOL again this year will be presenting a grand meeting of the membership commonly referred to as the *KOTESOL Conference* (<Latin *conferens*, <*conferre*, "to bring together"). KOTESOL has made itself known in the English teaching profession here for staging exceptionally good conferences. Ever wonder why this assemblage is called a *conference* and not something else? Why not refer to it as the "KOTESOL Convention," or call it a *symposium*, *seminar*, or *forum*?

This October's get-together isn't exactly a *convention* (<Latin *convention*, "meeting", <*conventus*, "to assemble"). Although it will be a large formal assembly of persons meeting for a common purpose, it won't be attended by delegates, as is typical of a convention. It is instead open to the entire KOTESOL membership. It isn't really a *symposium* (Latin "get-together for a drink," <Greek *sumposium*, "drinking together") either. Drinking is neither an important part of KOTESOL activities nor present-day symposiums.

However, like a conference, a symposium is a meeting for discussion with presentations being made. A symposium differs, though, in that its presentations are on one or several closely related topics and it is the presenters themselves who are a significant part of the audience. The KOTESOL special event with a concise theme "Managing Young Learners" is a KOTESOL Symposium (see page 18).

Why not refer to our Conference as a *colloquium*? A colloquium (Latin, "conversation") is also usually an academic meeting at which specialists deliver addresses on a given topic or a broad field of study and then answer questions relating to them. However, it would not typically have many different sessions being held concurrently, as is common of a conference. If *colloquium* is not quite suitable, why not call it a *seminar*? A seminar (German, <Latin *seminarium*, "seed plot") can be a garden party or convocation for the exchange of ideas, but it is usually thought of as being small in scale (no concurrent sessions)

Word Whys

by
David
Shaffer

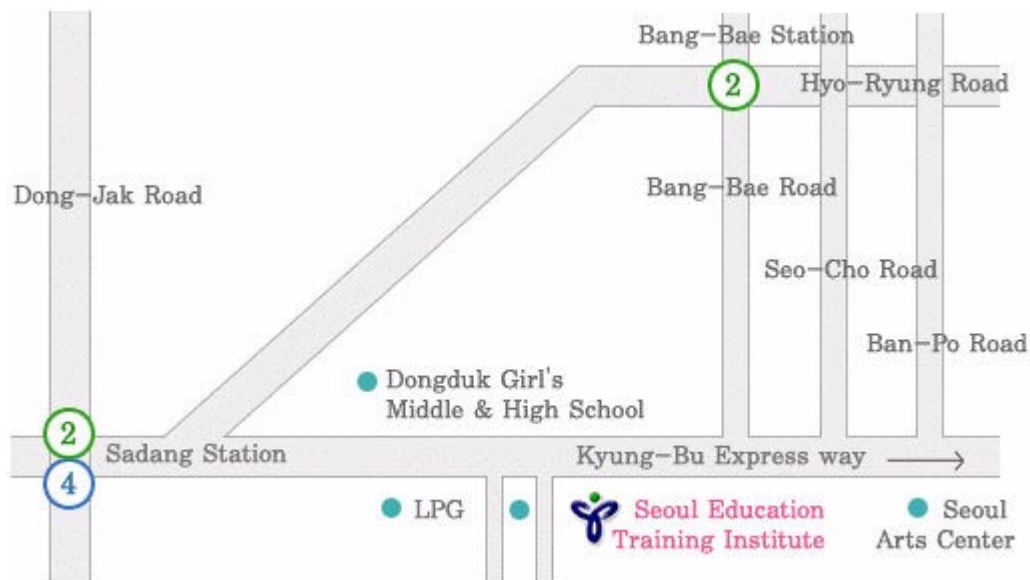
and is associated with professors or specialists with advanced-level students.

OK then, why not call it a *forum*? Well, a forum (Latin, "out-of-doors place"), though it is no longer commonly held outside, is a public meeting or presentation that is heavy on discussion among experts or the general audience. It too is usually smaller in scale than our annual convergence and does not have concurrent sessions.

Symposium, *colloquium*, *seminar*, *forum*, and *meeting* – our conferences are a bit of each of these. This is what makes them so magnificent. Come and see for yourself – October 18th and 19th.

Have words for which you want to have the whys and wherefores? Email: disin@chosun.ac.kr

Directions to the Conference Venue - Seoul Educational Training Institute



Address

Seoul Education Training Institute, 637-2 Bangbae-3-dong, Seocho-gu, Seoul

Bus

CONFERENCE Shuttle Bus : Board the bus from No. 1 exit of Sadang station
(8:30-18:30, Saturday and Sunday)

Ma-eul Bus : 02 (No. 2 exit of Bangbae St. get off at Sungdui ma-eul),

03-5 (No. 1 exit of Sadang St. get off at Dongduk Girls' Middle & High School)

City Bus : 33-1, 560 (Get off at Sungdui Ma-eul)

Sur Express Bus : 1500-2

Subway

Sadang Station (Line 2 and 4)

Takes 5 min. from No.1 exit to Entrance by CONFERENCE SHUTTLE BUS

Bangbae Station (Line 2)

Takes 20 min. from No.1 exit on foot. Take 02 Ma-eul bus from No. 2 exit

Parking

Friday: before 18:00: 2,000won, after 18:00: free

Saturday: before 18:00: 2,000won, after 18:00: free

Sunday: free

Keep an eye open at the conference site for notices on special meetings to be held Saturday evening and Sunday early morning. Publications Committee, Special Interest Groups, KOTESOL Teacher Training, special committees, lots of ways to get involved!

Eliciting Questions in the ESL/EFL Classroom

by Mark Messer

I have always encouraged my students to ask questions, but they have often hesitated to do so. Perhaps they have wanted to avoid drawing attention to themselves; haven't wanted to look stupid; have never studied in a setting where asking questions was encouraged or expected; have found it particularly difficult to phrase their question; or may not have been able to ask the question before the class moved away from the topic, even if they might have been comfortable asking a question and could have expressed it well.

While some students do get through their coursework by listening to lectures, taking notes, and reading texts, in doing so, they hardly realize their potential. Asking questions in class allows students to sharpen and personalize their understanding of the lectures and texts. Of course, asking questions is an essential tool for language development both in and out of the classroom.

To help students learn to ask anyone questions, with or without preparation, and to do so comfortably, without hesitating, I offer the following four activities.

Level One—Becoming Comfortable Asking Questions

Preparation: Have the students help you make a list of English question words and phrases. Include the standard question words like “who,” “what,” “when,” “where,” “why,” and “how,” as well as other question structures like “do you,” “did he,” “was it,” “has she,” “can you,” etc.). Write these on the board. Show the students how to ask questions using the words or phrases on the list.

Activity: With the students gathered around you, select one and have him/her ask you a question. At first, allowing the students to ask about any topic may make it easier for them to think of questions

quickly. After you respond, have the next student in the group ask you a question. Continue in this fashion until everyone has asked at least one question. If you're working with a small group, go around more than once.

Variations: Choose a student to answer the other students' questions; give students limited time to ask each question, award points to individuals or teams for every question asked, and give prizes to the winners; or divide the class into groups and choose one student from each group to answer the other students' questions.

Level Two—Posing Follow-Up Questions

Preparation: Ask the students if they know what a follow-up question is. If not, inform them that it is a question usually asked for the purpose of clarifying or expanding upon a previous response (or question).

Activity: Using the basic format of Level One, have one student ask you a question. After you respond, have each of the remaining students ask you a follow-up question.

Variations: Give the students a particular topic to ask about. Make it as broad or narrow as it needs to be to generate discussion.

Level Three—Asking Text-Appropriate Questions

Preparation: Write a brief (perhaps 5-minute) speech or presentation on a topic of interest to the students. Prepare a summary (or an outline) of that presentation and give it to the students in advance. If the presentation contains difficult vocabulary, include a list of those words with the summary.

Activity: Make your presentation in class. Open the floor to questions, allowing the students to ask them in any order, but requiring them each to ask at least one question.

Training Notes

edited by
Douglas Margolis

Level Four—Interviewing an Outsider

Preparation: With input from the students, select an English speaker to invite to the class. Depending on how advanced the students' language skills are (and depending on other factors), this might be someone you (or they) know well, like a friend or a student from a more advanced class. You might also ask the students to help think of someone from the community to invite, someone in whom they have a particular interest, like another teacher, a business person, or someone else who works in a place where they need to speak English (a government employee, a museum tour guide, or a flight attendant).

Activity: Invite the special guest to join the class to make a brief presentation, or simply to be interviewed by the students. Ask the students to interview the guest using questions they have prepared ahead of time, questions they think up on the spot, or both.

Potential Pitfalls: Though you should encourage your students to form their questions without considerable delay, rushing them may only encourage them to think so far ahead of their turn that they don't listen to (or benefit from) what the other students say.

The Author

Mark Messer is an MA-ESL student in the Department of Second Language Studies at the University of Hawai'i at Manoa where he has taught academic listening and speaking and graduate writing courses in the English Language Institute. He taught conversation and writing in Seoul in 1999 and 2000. E-mail: messerm@hawaii.edu.

Share your hard-earned knowledge. Write, Present, Encourage.
Contact KTT or the Publications team for more info.

September Symposium: Managing Young Learners

Young Learners

by
Jake Kimball

Korea TESOL's first Young Learner Symposium, co-hosted by the Young Learner Special Interest Group and Seoul Chapter, was held Saturday, September 20th at Sookmyung University in Seoul from 2:00pm until 5:00pm. All KOTESOL members (and non-members), regardless of chapter affiliation, were invited (through the KOTESOL E-News) to attend this event, which is a warm-up to the International Conference in October. Our theme for the afternoon is 'Managing Young Learners.'

Although this was our first symposium, and dedicated specifically to the complexities of teaching younger learners, we are not alone. Two other professional organizations offered opportunities for professional development and reflection in the YL field this month. TESOL, Inc. hosts a YL Symposium in Rome, Italy on September 13th. The weekend's theme revolved around standards for young learners. On the 20th and 21st of September, further north in Germany, IATEFL's Young Learner Special Interest Group and the Department of Modern Languages of the Volkshochschule Bielefeld co-hosted a joint workshop/conference titled "Starting Now: English in Primary Schools - Practical Teaching Ideas."

This recent spate of young learner symposia and workshops indicates that Teaching Young Learners (TYL) is coming of age as a recognized area of specialization in TESOL. More and more books are being published for this niche industry within TESOL, as are more entries in professional journals and magazines. The international examinations body UCLES now offers a month long course, the CELTYL, which is equivalent to their renown CELTA, but specializes in the needs of young learners,

not adults. For individuals with a CELTA qualification, a YL extension is also available. In addition, several UK universities now offer an MA in TYL, or at least one or more modules dedicated entirely to TYL. This is all rather fortuitous. More professional training and development is surely welcomed—and timely, as is increased classroom-based research. More importantly, awareness of and attention to children's special needs lead to better classroom practice, higher student achievement, and potentially, greater job satisfaction.

The theme for our first symposium was 'Managing Young Learners.' This is somewhat of a blanket theme that covers a wide variety of issues and offered our presenters the opportunity to cater to a variety of teaching environments. Symposium attendees could choose between workshops focusing on very

presenter. She has 30 years of experience as a teacher trainer and curriculum developer. She spoke on 'Professional Development in ESL/EFL'. This presentation was suitable for all practicing teachers, regardless of one's interest and participation level in TYL.

Other workshops and presentations scheduled for the afternoon included the use of poetry in YL classes, children's discourse, general tips and strategies for working with young learners, and testing. As the afternoon wound down attendees had the opportunity to meet informally with the presenters, ask questions, or discuss topics of mutual interest.

The Young Learner Special Interest Group is a community membership. It is not often that we, as a group, are able to meet face to face. This event, generously co-hosted by Seoul Chapter, afforded us all the

plenary by Ritsuko Nakata, co-author of the popular *Let's Go* series

young learners (VYs are 7 or younger), young learners (Ys are between 7 and 12), and young adults.

Many dedicated individuals volunteered their time, energy, and experience to make this event a success. The day began at 1:30 pm with a plenary by Dr. Park Joo-Kyung and a plenary by Ritsuko Nakata, co-author of the popular *Let's Go* series, with concurrent workshops following. Stanton Proctor, a teacher trainer and textbook author based in Korea, contributed his talents with a workshop on the development of creativity in children. Also, Richard Graham, was on hand to introduce his own unique approach to learning via music and song. Mr. Graham, who is based in Japan, operates a popular website *Genkie English* and often performs workshops for upwards of 700 students and teachers. Chris Gunn, a Korea-based teacher and creator of *Boggles World*, another popular ESL/EFL website, was presenting as well. Mrs. Emily Strauss was a special guest

opportunity to reflect on our role as YL professional, practitioner, or simply an interested supporter. Of course, this was a time to 'talk shop' about methods and approaches, theories of language acquisition, discourse types, curriculum design, and debate the efficacy of early instruction. However, engaging in less academic but equally relevant discussions germane to living and working in Korea was also much appreciated and felt to be cathartic. This timely symposium allowed us all to meet informally with friends and colleagues and forge new friendships and associations—to discover that our YL community exists beyond the confines of cyberspace.

For further information regarding YL-SIG events, contact Jake Kimball at (Email) ylsigkr@yahoo.com

Did you get your KOTESOL E-News? Do we have your current email address?

P.I.P.S.I.? The Art of Financial Planning

If you teach Business English or if you need to plan your finances, you may find this article useful in creating discussions with others (and yourself!).

Financial planners use open-ended questions in drawing information from clients regarding their finances. If you fail to plan, you plan to fail! Below, we deal with what we believe is the most important, to the more desirable financial objectives.

Protection, Family protection: What level of life assurance do you have? Is it adequate? What would happen to family in the event of death? How would you cope if the breadwinner dies? How would you feed and educate your children? Many people need life cover.

Income Protection: You are 5 times more likely to incur a 'critical illness' or injury

than you are to die! How would you pay bills if your salary is terminated? How would you pay the mortgage? What would be the cost of repatriating? Protecting income in the event of ill health is vital.

Pensions: Many people plan too late for retirement. 'My government provides pensions'...don't bank on it, state coffers are dwindling and the world population is ageing! What have you put aside for retirement? You should invest at least 10% of your salary. The value of money halves every 7-10 years and you could be retired as many years as you work!

Savings: Many people save money regularly. What do you save each month? Why do you *need* or *want* to save? You may need to save for children's education. A 4 year university course in 13 years could cost approximately

Financial Planning
by
Robert Williams

US\$200,000! Why do you want to save? Holiday home, yacht, car? Set yourself specific objectives.

Investment: You have cash in the bank earning less than 1% so you want to invest it instead. What level of risk would you take? How would you invest?...Stocks, Mutual Funds, Property? They all have varying degrees of risk. In which currency would you invest? How long would you invest? When will you need the money?

It is vital to establish your financial objectives and to seek professional and impartial advice. Talk to Towry Law if you need to address these issues.

Advertisement taken out to reduce file size

Accommodations in the Area

Conference Site Map (SETI): <http://www.seti.go.kr/english/html/location.htm>

Subway Map of Seoul http://www.seoulsubway.co.kr/english_subway/subwaymap.htm

Street Map of Seoul: <http://english.metro.seoul.kr/about/multimedia/map/index.cfm>

http://www.escortmap.co.kr/english/e_sall.htm

Korea National Tourism Organization: <http://english.tour2korea.com>

The Conference Site is located near **Sadang Subway Station**, Seocho-gu (Next to Gangnam-gu).

* It will take about 20-30 minutes by taxi and cost about 4,000 -10,000 won from the hotels to the conference site.

* It will take about 15-30 minutes by subway (700won) from the hotels to Sadang Subway Station (Free Shuttle Bus is ready from Sadang Station to the Conference Site—SETI).

Motel/Inn	Telephone/ FAX	LOCATION	RATE (Korean Won)
Hawaii Hotel	02)549-5197	Samseong-dong, Gangnam-gu, Seoul (Subway Line 2, Samseong Station) http://www.worldinn.com/eng/Main.po (in English) http://www.knto.or.kr/Korean/index.html (in Korean)	60,000
Seolim Hotel	02)546-2271	Samseong-dong, Gangnam-gu, Seoul (Subway Line 2, Seonneung Station)	50,000
Cosmos Hotel	02)561-2211	Samseong-dong, Gangnam-gu, Seoul (Subway Line 2, Yeoksam Station)	45,000
Geumseong Hotel	02)568-7231	Gangnam-gu, Seoul (Subway Line 2, Seonneung Station)	45,000
Gaya Hotel	02)553-1471	Gangnam-gu, Seoul (Subway Line 2, Seonneung Station)	40,000
Daehojang Yeogwan	02)555-7537	Gangnam-gu, Seoul (Subway Line 2, Seonneung Station)	35,000
Daeweonjang Yeogwan	02)562-0260	Gangnam-gu, Seoul (Subway Line 2, Seonneung Station)	35,000

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



... Is it you?

Teacher, Owner, Student

Now our Membership Spotlight shines on Jake Kimball. Jake has a rather uncommon status for an expatriate teacher in Korea, in that he is actually self-employed at a language institute owned by him and his wife, in Daegu. Jake says that he loves



Jake Kimball

teaching younger age groups because they are generally so enthusiastic. "They are not perfect by any means but my job satisfaction is higher dealing with children. Believe it or not teaching helps to get rid of stress created by having to deal with things such as over-zealous parents, and general bad days. It is far more difficult to teach adults than children. Most foreigners hate teaching children and feel like it is a waste of time and money. But I have been here long enough to see and hear the results of what a few years can make."

Mr. Kimball is originally from Connecticut, USA, where he stayed through high school, and says that it is his least favorite place in the States and to be honest only goes there on short visits to see family. He lived in Pennsylvania for seven years, where he went for higher education. Then traveled extensively across the United States, criss-crossing several times looking for a good place to settle down. He stayed a while in Arizona, which is his favorite place, and he also lived in Oregon and Alaska, so was quite nomadic until coming here.

He attended Gettysburg College in Gettysburg, Pennsylvania, majoring in English Literature and Education. He says that he finished student teaching only to find out that he did not like high school teaching and that his calling was with elementary and middle school age groups, but prefers not kindergarten or first grade. He is working on a Master of Science TESOL through Aston University. Jake is fully satisfied with it so far but he does not have time to dedicate all his efforts because of work, so it is taking longer than expected.

Jake says his teaching philosophy or style is always changing, trying to meet the needs of individual students or classes. He lists a few of these as: (1) Since starting the M.Sc. program I have begun to question a lot of theory. There are many trends in TESOL that I don't agree with. Such as English-only, which I'm adamantly against: CLT doesn't work in every class, with every student, everyday. Too many theories are grounded in ideals, but in practice we are given students (we cannot pick and choose) and co-workers (can't pick or choose either) with a variety of needs or wants, levels of motivation, etc. (2) I try to put myself in my students' shoes so I can sympathize with them. (3) Self-improvement/professional development is a high priority for me. (4) It has been said teaching isn't rocket science but it is. Teaching is a service involving people, who happen to be infinitely different, which in turn makes teaching as much art as it is science.

This is Jake's third year with KOTESOL and he is now vice-president of the Daegu Chapter. He is also the Young Learners Special Interest Group facilitator and writer of the Young Learners column in *The English Connection*.

Membership Spotlight

by
Jerry Foley

Some of Jake's travel experiences have already been mentioned, he has also been to Canada and Mexico, and just about everywhere in Korea that's accessible by public transportation. He spent a month traveling in China, and has been to Japan, Taiwan, Thailand, Hong Kong, and Macao. The reason he gives for all the traveling is that originally he wanted to teach for a year in each country. He says, "After visiting I found I liked Korea best. It seems like you either love Korea or you don't, either you have good experiences or bad, no happy medium. Luckily, I am happy and things have worked out."

Continuing on, Jake says she has no more time for hobbies, just English and teaching. "However I was an avid mountain bike rider and hiker before coming to Korea. I enjoy tea a lot, love Korean food, love reading books, still have a fondness for history such as documentaries, favorite topic being the U.S. War Between the States, also I enjoy literature and poetry, but there is little time for that now."

For the future his plans are to finish the Master of Science program, work on materials development, start a diploma in Educational Management soon with International House, and take time off to travel. He elaborates saying that he wants to buy a car and see all the places in Korea he has not been to yet, the out-of-the-way places trains, planes, and buses don't go.

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

Contact Paul Mead for more info (see page 24).

Overall Two-Day Conference Schedule

Saturday		
8:00 - 9:00	Registration	
9:00 - 9:50	Regular presentations	
10:00 - 10:50	Regular presentations	
11:00 - 11:30	Opening Ceremonies	
11:30 - 12:20	Plenary - Freeman	
12:30 - 1:00	<i>Lunch</i>	Publishers' and Organizations' Exhibits
1:30 - 1:50	Regular presentations (30-minute presentations)	
2:00 - 2:50	Featured - 1. Linse	Featured - 2. Sperling
3:00 - 3:50	Regular Presentations	
4:00 - 4:50	Regular presentations	
5:00 - 5:50	Featured - 3. Nunan	Regular Presentations
6:00 -	Dinner reception	

Sunday		
8:00 -	Registration (SIG/Group Meetings)	
9:00 - 9:50	Regular presentations	
10:00 - 10:50	Regular presentations	
11:00 - 11:50	Plenary - Tomlinson	
12:00 - 1:00	<i>Lunch</i>	Publishers' and Organizations' Exhibits
1:00 - 1:50	Featured - 4. Lougheed	Featured - 5. Helgesen
2:00 - 2:50	Regular presentations	
3:00 - 3:50	Regular presentations	
4:00 - 4:30	Closing Ceremonies	
4:30 - 6:00	KOTESOL Annual Business Meeting (& Raffle) & Election Results	

Been to a Chapter Meeting Recently?

Suwon-Gyeonggi

Meetings: *First* Saturday of the month
Suwon University

Daegu-Gyeongbuk

Meetings: *First* Saturday of the month
Kyongpook National University

Gangwon

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

Jeolla

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

Seoul

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

Daejeon-Chungnam

Meetings: *Fourth* Saturday of the month
Woosong Language Institute

Busan-Gyeongnam

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

Cheongju

Meetings: *Last* Saturday of the month
Chongju University

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

"Siggy" Sez:

Think SIGs when you are looking for a bright idea.

For more information, contact

Paul Mead

KOTESOL 2nd Vice President

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



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.

Years gone by... so what's ahead?

Ink Well

by
Robert J. Dickey

Over the past 8 years, I've seen amazing changes in Korea TESOL. Actually, I don't remember much of my first two conferences in Seoul, so much was happening, it was just a blur. But it was exciting, and I liked it. Conferencing is part of what turned me on to the idea of being a profession teacher of English to speakers of other languages—because I, like lots of others, came to teach with no particular qualification, and no certain plans. Conferences were the inspiration for greater things.

Greg Wilson and I, two “nobodies” in KOTESOL, took our first steps into the organization at our second conference, in 1996. We didn't like how the conference guide looked, and we said so. We said we could do it better (we both had backgrounds in newspapers). KOTESOL being the volunteer based organization that it is, the leadership of the time said, “OK, do it!”

One thing led to another, and before we got to conference 1997 a new Publications Committee formed by a half-dozen of us already had launched the inaugural editions of this newsletter, *The English Connection* (affectionately known as *TEC*), and set the wheels in motion to produce KOTESOL's first conference proceedings, which later become known as *KOTESOL Proceedings*. And one year later, along came *Korea TESOL Journal*. Those of us who did the work didn't see

ourselves as anyone special, we just saw a need, and had a desire to involve ourselves. This is the 39th issue of *TEC*, and I've been pleased to be involved in each one of them in some way. Some have been more struggle, some seem better in one way or another, but each has it's own behind-the-scenes story to tell.

As they say, however, “change is inevitable.” As others

“change is with many before me, my personal and

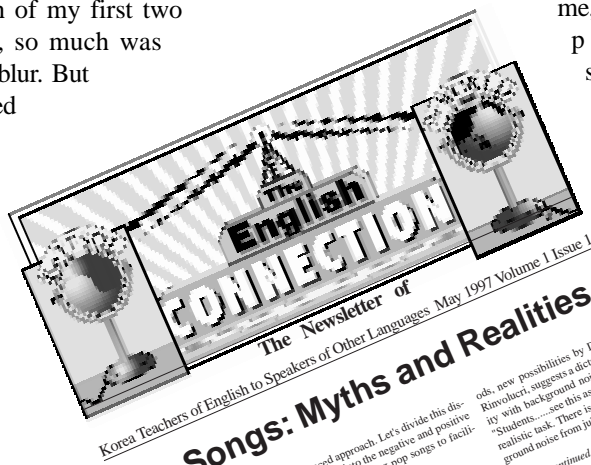
people behind the scenes who produced the pages that have made KOTESOL known around the world as the local teachers' organization with professional-looking newsletters. Greg Wilson, Steph Downey, and Trevor Gulliver have each put in countless sleepless nights in thankless work, but each of them has moved on, as now I must. In addition to those of us who have tickled the computer keys, there have been a score of others who strained their eyes proofreading through impossible deadlines.

KOTESOL now has some decisions to make. Will they find volunteers willing and able to produce professional layout? Will they hire a professional service to design the pages from excellently crafted text? Or will they step back to something simpler? I don't know, I won't be making those decisions.

One of my last acts as KOTESOL Publications Chair, and Editor-in-Chief of *TEC*, will be to organize a Publications Committee meeting at the annual conference. Date, time, and specific location are still to be fixed, look for signs at the conference. It would be my great pleasure to serve as an advisor and associate editor to those who pick up the pen and foolscap, who make the decisions necessary to carry KOTESOL Publications forward in the 21st Century. My contact information is on page four of this issue. I hope any of you interested in participating in any form in any future print publication of Korea TESOL will attend the Publications Committee meeting or seek me out at the conference. The future is in your hands.

Collegial regards,

Robert Dickey



Pop Songs: Myths and Realities

Todd Terhune, Chonbuk National University

Several people have asked me, “Are pop songs really effective in learning English?” As the demand for English teaching and learning increases in Korea, programs like “Good Morning Pops” and “Good Morning English” are sweeping the nation with a curriculum based on popular western music. Is this “healthy learning”? Do students really benefit from this?

There is a wide range of opinion about using pop songs to teach, ranging from the idea that using an entire curriculum on them. Both the former and the latter are extreme views. In my experience, the number of people who agree with the former view is declining while those who espouse the latter are increasing. I want to propose that both extreme views mentioned above are myths and that we should seek a more educated and balanced approach. Let's divide this discourse into the negative and positive aspects of using pop songs to facilitate understanding.

NEGATIVE ASPECTS:

The following is a list of legitimate concerns about the use of pop songs which have been collected from a variety of people, followed by personal comments or examples:

Many songs do not have clear pronunciation or they have too much instrumental background noise and are therefore difficult to understand. I have found this to be true with the majority of pop songs which I have considered for use or have heard on Good Morning Pops. However, the book, *Dictation: New methods*

new possibilities by Davis and Rinowolter, suggests a dictation activity with background noises because “Students...see this as an extremely realistic task. There is usually background noise from jukeboxes, traffic,

—continued inside on page six

Also in this issue:

- A is for Argentina: A Look at Recent Educational Reform... 3
- Teaching English in Korea and Korea TESOL... 5
- First Pan-Asian Conference Report... 12
- TESOL Inc. Conference in Iando... 14

Or...
Bright Days in Brighton: The 31st IATEFL Conference... 18

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

professional commitments are forcing me to take a step back from Korea TESOL. At least for a while. I look around and see lots of very able people handling roles with great responsibility in the organization, and feel secure that, overall, our KOTESOL is in very secure hands. But the same is not true of my own particular love, KOTESOL Publications.

There have been four different people who were the “ink monkeys” of KOTESOL, the

KOTESOL@Chollian.net and **www.kotesol.org** are permanent contacts for Korea TESOL, regardless of which officer you are trying to reach.

KOTESOL Elections

Each year at the Annual International Conference KOTESOL holds elections for National officers. From time to time, as is the case this year, the National Executive Council may offer items for membership determination through the ballot process as well. Do you know who your officers are? Have you read the Constitution & Bylaws recently?

As a professional membership organization, Korea TESOL depends on the sober discretion of our members to develop and maintain an organization through which we may all benefit.

Are you pleased with the steps KOTESOL has taken this past year?

Exercise your membership rights. Nominate candidates for elected office. Vote. Attend the Annual Business Meeting (Sunday Afternoon, 4:30 pm) and speak out on issues of importance.

National Elective Offices

- . First Vice President (succeeds to the Presidency the following year)***
- . Second Vice President***
- . Treasurer***
- . Secretary***
- . Nominations & Elections Chair***
- . Conference Co-Chair (succeeds to the Conference Chair the following year)***

V O T E !

DAEGU-GYEONGBUK CHAPTER

by Julie Stockton

Hope your summer was terrific and you're ready to get into your fall teaching schedule. For fresh ideas, information, and discussion about teaching English in Korea, we'd like to invite you to join us. We offer presentations by ESL

What's Up in KOTESOL

edited by Kevin Landry

professionals and researchers on current and relevant topics. We generally have about forty members and guests at our meetings. It's a great place to meet people and collaborate. Our constituents are both Korean and native teachers of English, as well as students and other interested professionals. We offer refreshments while you peruse the table full of free books and visit.

The Daegu-Gyeongbuk Chapter has had a busy summer. Members have reported traveling, resting, and continuing educational courses as some of their pursuits. Several of our members have been preparing to speak at the KOTESOL national conference in October. Sign up now to attend and look for Kongju Suh, Jake Kimball, and Steve Garrigues' presentations at the conference. You can also meet them at our local chapter meetings. We meet at Gyeonbuk National University on the first Saturday of every month. For directions and information about our chapter, check out our website at <http://www.kotesol.org/daegu/>.

SEOUL CHAPTER

by Tory Thorkelson

Seoul chapter saw some well attended presentations in the spring and summer, with so many people that we had to move

into a larger room at Sookmyung University. We decided to take August off as many members are away during the summer, but September and October are going to be special months because of the big events taking place in Seoul.

In September, we are co-hosting a Young Learner's symposium with Jake Kimball and the Young Learners' SIG of KOTESOL. The date is the 20th of September and 2 or 3 concurrent sessions are in the works showcasing experts from all over Korea. This event will be from 2-5 pm, but keep your browser set to www.kotesol.org for further information and updates as well as checking ASK, our newsletter, for detailed itinerary and speaker/presenter information.

October is also a special month as the 11th annual international KOTESOL conference will take place in Seoul on the 18th and 19th. Presenters will include Dave Sperling and many others of local and international standing. Keep your eyes on any of the many local and national KOTESOL publications or the website for detailed information on this as well.

As for the executive, we are saddened to have to report that a few of our Officers, including our invaluable Newsletter editor and our Webmaster, are leaving Korea in mid September. Our secretary has also become our new vice-president and Jack Large has volunteered to take over as secretary. If you would like to nominate someone or join our executive yourself, please feel free to contact us at yeum@sookmyung.ac.kr

GANGWON CHAPTER

by Ryan Cassidy

With students and teachers now back to school for the second semester, it will not be long before winter is upon us. Hopefully everyone manages to get out and enjoy the fall weather and the fall colours.

Gangwon KOTESOL has restarted regular chapter meetings after the summer break. Our next chapter meeting will be in Sokcho at the Education Office on Saturday October 11th, at 2:30.

The following weekend is the KOTESOL International Conference. Let's try to get as many as possible of the members from Gangwon to make the trip to Seoul. It is certainly worth the travel time involved. For anyone living in Gangwon who is not yet a member, look for information at the Conference about the Gangwon Chapter. It would be nice to arrange a chapter outing on the Saturday evening. Perhaps we could find some quiet place to enjoy a beverage and watch the World Cup of Rugby.

YOUNG LEARNER'S SIG

by Jake Kimball

We've developed a new SIG logo that we hope will help tell our message.

Saturday September 20th was the date of KOTESOL's first-ever Young Learner Symposium. It was proudly co-hosted by Seoul Chapter and the Young Learner Special Interest Group. The event was held at Sookmyung University, beginning at 1:30.

On the agenda was a line up of workshops and presentations all of which focus on YL issues. That means we had something for everyone—from K through middle school. The event should offer a bit of theory but mostly a practical tips and solutions you can use in your classroom.

Making it worth your while was be Chris Gunn, who operates Boggles World, a very popular Korea-based website. Stanton Proctor, a published YL specialist, will be with us, too. And last but not least, is Richard Graham. He is flying in from Japan. If you do not know Richard, he operates a well-known YL website in Japan called Genkie English. Other presenters of interest were be on hand to give workshops and discuss topical issues.



This mini-conference was a first for KOTESOL, and we hope the first of many. See you at the conference!

CALLSIG

by James Trotta

The CALL SIG provides a forum for discussing the use of computer assisted language learning in Korea. To join the discussion group, visit <http://groups.yahoo.com/group/KOTESOLCALLSIG/>. Possible topics include using computer labs, web and CD-ROM based language learning, using computers for task and content based language learning, and creating computer related learning materials. Of course any topic that involves computers and language is fair game.

Also, it would be good to compile a list of CALL related presentations so if you're planning to deliver a related presentation, please post a message on the discussion area, <http://groups.yahoo.com/group/KOTESOLCALLSIG/>. Please include where the presentation will be made, when it will be made, and what it will be about.

Finally, there will be a CALL SIG publicity table at the upcoming International conference in Seoul. People willing to make themselves available, even for a short time, to work the table (hand out flyers and speak to potential SIG members) should post a message on the forum, and should e-mail the facilitator, James Trotta (E-mail: jim@eslgo.com).

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

TEDSIG

by Kevin Landry

The Teacher Education and Development special interest Group has been quite active online and recent publications have explained much about self development as a teacher as opposed to teaching others. Thomas Farrell has requested members to share comments on experiences of classroom observations, writing a teaching journal, compiling a teaching portfolio, peer coaching, team teaching, analyzing cases or being members of a teacher support group. He's looking for short accounts of teachers who have experienced these to add to a teacher development book written with Jack Richards.

Other messages have included information on online / distance programme Masters Courses, in TEFL/TESL/TESOL and Education. Our discussions centered on the strengths of different certificates and diplomas. You can check out www.eslresearcher.org/program.php for details.

The Teacher Trainer Journal. www.tttjournal.co.uk will help you in your work if you are a mentor, teacher trainer, teacher educator or director of studies. TESOL inc. has a group somewhat similar to ours, TESOL Teacher Education Interests section www.spu.edu/depts/tesol/TEIS/ but seems to deal more on how to teach teachers. The IATEFL group has a discussion board like ours, <http://groups.yahoo.com/group/TDSIG/>.

Check out www.kotesol.org/teacherdev/Train%20Tertiary.html for invitations to KOTESOL members. Hope to see you out being developed at the October conference.

KTT

by Peter Nelson

KOTESOL Teacher Trainers is a small group of experienced volunteers who give lectures, seminars and workshops on different EFL topics to audiences both within and outside of KOTESOL. In years past we have spoken to local chapters, regional and national conferences, to middle schools and high schools, and even to government departments.

KTT is in transition because we are trying to enlarge both our membership and our role. We hope to expand our activities within the broader community, especially to K-12 schools and government departments that request our services. To these ends we are first contacting chapter presidents to suggest ways we can be of use within their branch or to public groups in their region. We also hope they will alert their members to our role, and perhaps nominate speakers as well.

If you wish to find out more about KTT, you know of community groups that may want our services, or you would like to consider becoming a speaker, please contact me at Email peternel@cau.ac.kr; or phone (02) 820-5396.

Teaching English . . .

continued from page 7

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The Author

Soojin Lee is a teacher of Hwiking Girls' High School who is currently working on her master's degree in Teaching English as a Foreign Language at the International Graduate School of English, in Seoul. Email: ps10102@igse.ac.kr.

Calendar

compiled by
Robert J. Dickey

CONFERENCES

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 pre-registration period of September 1st - October 7th. Those registering at the Conference will be charged a 25,000-won (US\$20) registration fee. Lunch will be provided for all participants free of charge. Details: www.asiatefl.org

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 International Conference, Shizuoka, Japan. Contact Alan Mackenzie (Email) asm@typhoon.co.jp or (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>

Jan 29-31 '04 24th Annual Thailand TESOL International Conference: "ELT 2004: Prioritising Teacher Development", Khon Kaen. Contacts: Maneepen Apibalsri (Email) apibal1@ccs.sut.ac.th or (Web) www.thaitesol.org

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, Bournemouth, England. Info (Email) generalenquiries@iatefl.org

May 21-26 '04 Second International Annual IATEFL China Conference: "TEFL Practice and Reform in China", Tonghua, Jilin, China. Contact Msafiri Sinkala (Email) tefl@tefl-china.net or (Web) www.tefl-china.net

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!

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

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 <tmvica@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

NATIONAL OFFICERS & COMMITTEE CHAIRS

Dr. Woo Sangdo, President Gongju Nat'l University of Education.
376 Bonghwang-dong, Kongju, Chungnam 314-711 (W) 041-850-1741 (WF) 041-850-1700 (C) 011-436-1749 (Email) <woosd@pro.gjue.ac.kr>, <woosd@hotmail.com>

Dr. Kang Myung-jae, 1st Vice President Yeojoo Institute of Technology (W) 031-880-5316 (C) 019-246-1251 (Email) <regina@mail.yeojoo.ac.kr>, <mjkang5@hotmail.com>

Paul Mead, 2nd Vice President Dong Ju College, Kwejong-dong, Saha-gu, Pusan 604-715 (C) 019-463-0582 (F) 051-201-5420 (Email) <mead98410@hotmail.com>

Kevin Landry, Secretary Kwangju Institute of Science and Technology (C) 016-373-1492 (W) 062-970-2068 (Email) <landry@sigongsa.com>

Dr. David E. Shaffer, Treasurer Chosun University, English Language and Literature Division, 375 Seoseok-dong, Dong-gu, Kwangju 501-759. (W) 062-230-6917 (WF) 062-226-4181, (H) 062-521-2013, (Seoul H) 032-501-9153 (Email) <disin@mail.chosun.ac.kr>

Joseph Nicholas, Nominations & Elections Chair
(Email) <josnicholas@yahoo.com>

Dr. Ju Yangdon, Conference Chair Hyecheon College
(Email) <yjju@hcc.ac.kr>

David D.I. Kim, Conference Co-Chair Konkuk University Dept of English Language & Lit. (O) 02-450-3343 (Email) <kdi.kim@utoronto.ca>, <kdi@yonsei.ac.kr>

Sharron Fast, Publicity Chair (O) 02-737-8001 (F) 02-737-2009 (C) 016-578-1438 (Email) <sharronfast@hotmail.com>

Dr. Han Sangho, Research Committee Chair Gyeongju University (Email) <singhap@gyeongju.ac.kr>

Kevin Parent, Membership Committee Chair Gongju Nat'l University of Education. 376 Bonghwang-dong, Kongju, Chungnam 314-711 (C) 019-9155-9745 (Email) <ksparent@yahoo.com>

Sharon Morrisson, International Affairs Committee Chair Graduate School of Pan-Pacific International Studies, Kyung Hee University, 1 Seochunri, Kihungeup, Yonginshi, Kyunggido 449-701 (Email) <moroconn@yahoo.com>

John Phillips, Technologies Committee Chair Fulbright Korea (Cell) 011-9436-4609 (Email) <phillips@komet.net>

Dr. Seo Eun-Mi, Domestic Relations Committee Chair Howon University (W) 063-450-7455 (Email) <emseo@sunny.howon.ac.kr>

Kim Wonmyong, Organizational Partners Liaison Donshin High School, Daejeon (W) 042-273-0161 (C) 011-454-9855 (Email) <wonmk@hanmail.net>

Robert J. Dickey, Immediate Past President, Publications Chair
(see page 4 for contact information)

DAEJEON-CHUNGNAM CHAPTER OFFICERS

Suh Oo-sheek, President Nonsan-Daejeon High School (W) 041-736-6853 (C) 016-656-7272 (Email) <whitman525@hotmail.com>

Sharon Morrison, Communications Coordinator Gongju National Univ. of Education (W) 041-850-1748, (Email) <moroconn@yahoo.com>

Bryan Lint, Member-at-large Woosong Language Center (Email) <bryan_lint@excite.com>

CHEONGJU CHAPTER OFFICERS

Paul Hwang, President Chongju University
(Email) <ChongjuKOTESOL@hotmail.com>

Kim Hye Ran, Vice-President & Treasurer
(Email) <knowitall@edunet4u.net>

Jim McMillan, Membership Coordinator
(Email) <mcmillan_jim@hotmail.com>

SUWON-GYEONGGI CHAPTER OFFICERS

Dr. Lee Mi-jae, President University of Suwon, Dept. of English Lang. & Lit., San 2-2, Wayu-ri, Bongdam-eup, Hwasung, Kyonggi 445-743 (W) 031-220-2375 (H) 031-222-7697 (WF) 031-222-7522 (C) 016-739-7697, (Email) <mjlee@mail.suwon.ac.kr>

Scott Miles, Vice President Seogang University (C) 011-470-7209 (Email) <scottmiles67@yahoo.com>

Jang-suk Kim, Treasurer and Reporter Yeongil Middle School (H) 031-203-4705 (Email) <kckj1@hanmail.net>

Hye-ri Lee, Secretary Sukji Middle School (C) 017-321-3385 (Email) <heriqueen@yahoo.co.kr>

Seung-wook Park, Outreach Coordinator (C) 019-392-3863 (Email) <alexpsw@hanmir.com>

Shin-hyeong Lee, Membership Coordinator Bibong High School (C) 018-272-5979 (Email) <dream8686@hanmail.net>

Young-gi Kim, Member-at-large Jeok Seong High School (C) 019-267-8793 (Email) <ko-mat@hanmail.net>

Sang-ho Lee, Webmaster Gojan High School (C) 019-259-687 (Email) <nahmuh@chollian.net>

BUSAN-GYEONGNAM CHAPTER OFFICERS

Erik Newson, President Pusan National University Language Center (W) 051-510-3406, (H) 051-631-7632 (Email) <the_erikshin@yahoo.ca>

Frank Beaucher, 1 Vice President (C) 019-9239-7779 (Email) <lfbeaucher@hotmail.com>

Huh Seon-A, Treasurer (C) 018-570-2343 (Email) <merong93@chollian.net>

Patrick Guilfoyle, Secretary (C) 016-850-9681 (Email) <patrickguilfoyle@yahoo.ca>

Hwang Eun Ju, Membership Coordinator (Email) <annie2_kr@yahoo.co.kr>

Sabrina Kang, Membership Coordinator (Email) <kangsabrina@hanmail.net>

GANGWON CHAPTER OFFICERS

Ryan Cassidy, President (C) 018-324-9110 (Email) <gangwonkotesol@hotmail.com>

Christopher Wolfe, Vice President (Email) <wolfe_cj@hotmail.com>

Ho-jin Chee, Vice President (Email) <cheehojin@hanmail.net>

Geum-lim Kim, Treasurer (Email) <rimi_714@hotmail.com>

Laurie Malcolmson, Treasurer (Email) <volvo9349@yahoo.com>

Lance Kelly, Webmaster (Email) <bushrngr@hotmail.com>, <bushrngr@kornet.net>

Scott Hillwick, Newsletter Editor & Secretary (Email) <scotthillwick@yahoo.com>

SEOUL CHAPTER OFFICERS

Dr. Yeum, Kyung-sook, President Sookmyung Women's University (Email) <yeum@sookmyung.ac.kr>
Tory Thorkelson, Vice President Hanyang University (C) 018-850-0778 (Email) <thorkor@hotmail.com>
Jack Large, Secretary/Treasurer Anyang University Kanghwa Campus (W) 031-949-2887 (C) 011-290-2887 (Email) <larjak2@chollian.net>
Yoon Jung Cha, Membership Coordinator (C) 019-9274-5306 (Email) <yjcha711@empal.com>
Heather Caban, Newsletter Co-Editor (C) 019-634-7949 (Email) <stevenbhales@hotmail.com>
Kim JiYen, Newsletter Co-Editor (Email) <hijiyun@hotmail.com>
Ahn Haejung, Publicity (C) 011-9209-4721 (Email) <hardnose@hanmail.net>
David Berry, Workshop Coordinator (C) 016-332-4603 (Email) <kotesol_dude@yahoo.com>
Jung-Hyun Kim, Workshop Coordinator (C) 011-9785-7441 (Email) <jyun1@unitel.co.kr>
Peter Nelson, Member-at-large Chungang University (C) 016-211-5396 (Email) <peterprofessor@hotmail.com>

JEOLLA CHAPTER OFFICERS

Phil Owen, President Kunsan National University, Dept. of English Language and Literature (W) 063-469-4337 (C) 016-665-6915 (Email) <phil_owen_99@yahoo.com>
Shin Gyonggu, Ph. D, Vice President Chonnam National University (W) 062-530-3158 (F) 062-530-3159 (H) 062-234-8040
Allison Bill, Secretary Jeonju University (O) 063-220-2670 (Email) <cholla_kotesol@yahoo.com>
Park Yeon-seong, Membership Coordinator Chonnam National University (C) 011-9601-9804 (Email) <psapsa1208@yahoo.com>
Tom Vasel, Webmaster Korea Christian International School (O) 063-443-4723 (Email) <kcisnow@yahoo.com>

DAEGU-GYEONGBUK CHAPTER OFFICERS

Steve Garrigues, President Kyongbuk Nat'l Univ., Dept. of English Language & Lit., Daegu 702-701 (W) 053-950-5129 (Email) <sgarrigues@ad.umuc.edu>,
Jake Kimball, Vice President <ilejake@yahoo.com>
Chae Joon-kee, Treasurer Fax (053) 950-5279
Julie Stockton, Secretary <homework@kornet.net>
Park Yungho, Webmaster <yunghop@hotmail.com>
Suh Kongju, Membership <prss727@hotmail.com>
Cho Jae-Young, Library <jjyoung7@hotmail.com>
Mike Stockton, Council Member <mjs@handong.edu>

KOTESOL Wants You!

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

Volunteer!

KOTESOL DEPARTMENTS

Research SIG

David Kim, Facilitator (C) 017-273-6305 (Email) <kdi.kim@utoronto.ca>, <kdi@yonsei.ac.kr>, <kotesolresearchsig@yahoo.com>

Teacher Education & Development SIG

Kevin Landry, Facilitator (C) 016-373-1492 (Email) <landry@sigongsa.com>

Global Issues SIG

We are looking for a new facilitator Contact Paul Mead (C) 019-463-0582 (F) 051-201-5420 (Email) <mead98410@hotmail.com>

CALL SIG

James Trotta, Facilitator. (Email) <jim@eslgo.com>

Young Learners SIG

Jake Kimball, Facilitator (O) 053-782-2330 (Email) <ylsigkr@yahoo.com>

Writing & Editing SIG

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

English for the Deaf

Marilyn Plumlee, Facilitator (C) 016-838-9186 (Email) <mariplumling@hotmail.com>

KTT (KOTESOL Teacher Training)

Dr. Peter Nelson, KTT Co-Coordinator Chungang University (C) 016-211-5396 (Email) <peterprofessor@hotmail.com>

TechComm

John Phillips, Chairperson, System Administrator (see info under national officers)

Tim Lewis, National Webmaster

(Email) <mrtim_lewis@yahoo.com>

Seo Eun-Mi, Secretary Howon University

(Email) <emseo@sunny.howon.ac.kr>

Hwang Sungsam, Treasurer

(Email) <ecloguehwang@hotmail.com>

Tory Thorkelson, Inventory Manager

(Email) <thorkor@hotmail.com>

Membership Data Services

Julie Stockton, Data Management Maintenance

Robert Dickey, Data Reports

Kevin Parent, Data Management Programming

KOTESOL PAST PRESIDENTS

Scott Berlin, 1993-94

Dr. Kim Jeong-ryeol, 1994-95

Dr. Oryang Kwon, 1995-96

Dr. Park Joo-kyung, 1996-97

Carl Dusthimer, 1997-99

Dr. Han Sangho, 1999-00

Dr. Andrew Finch, 2000-01

Dr. Hyun Taeduck, 2001

Dr. Robert J. Dickey, 2001-02

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.

Inquiries/Manuscripts to:

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

KOTESOL@chollian.net

Submissions received before September 30th will be considered for publication in
Korea TESOL Journal Volume 6 (Fall/Winter 2003).

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

Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

Bylaws (Adopted April 1993 Ammended
March 1998)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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. Two year dues discount is 75,000 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!!**

Payment by Cash Check Online transfer Please make online payments to "대한영어교육학회(KOTESOL)" at Gwangju Bank (광주은행), account number **004-107-002321**. If you transferred funds online, please indicate:

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

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

Chapter Affiliation (circle your choice of one): Seoul / Suwon-Gyeonggi / Cheongju / Daejeon-Chungnam / Gangwon / Daegu-Gyeongbuk / Busan-Gyeongnam / Jeolla / International.

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

Email address(es): _____, _____

Telephone: Home Phone: (_____) _____ Work Phone: (_____) _____

Fax: (_____) _____ Cell Phone: (_____) _____

Work Address:

 School/Company Name

 Address Line 1

 Address Line 2

 City / Province / Country

* POSTAL CODE *

Home Address:

 Address Line 1

 Address Line 2

 City / Province / Country

* POSTAL CODE *

To which address would you prefer KOTESOL mailings be sent? Home Work (Please complete both areas)

Please check all those areas of ELT that interest you:

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

Date: _____ Signature: _____

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

New Fax Number!!!

Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org

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