



KOTESOL

대한영어교육학회

What's Inside?

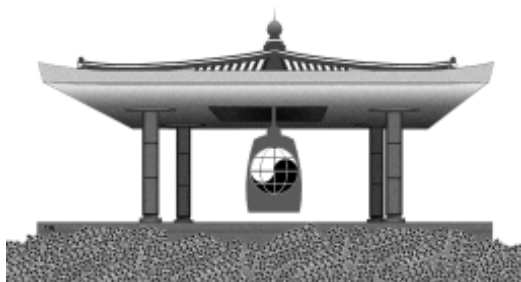
Conference Reports
throughout this issue.

The Sound of Silence
Suh, Gong-ju & Jake Kimball ... 10

Annual Leadership Retreat
Louisa Kim ... 12

Call for Papers for PAC 5
... 16

Asian Youth Forum Invitation
... 28



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, Issue 6

Do you use recasting in your classrooms? Perhaps it is something you use and you are not even aware of it. Is it a style of teacher feedback you rely on, especially for things like error correction?

Recasting Recasting

by Craig Bartlett

How effective do you think it is? Maybe you prefer to not give corrective feedback on your students' work, thinking that it will discourage them from attempting to communicate. In this article, I hope to share with you some of the research perspectives on this style of teacher feedback, along with some of my own experiences with recasting.

A Definition and Some Debate

Recasting is a style of teacher feedback in the language classroom that has been traditionally associated with error correction. In my current teaching context (teaching a course on "Classroom English" in a National University of Education), I usually demonstrate it by asking students to tell me what they did on the previous weekend. Inevitably, an exchange like the following will occur:

continued on page 6

Nov/Dec 2003

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TESOL 2004



Soaring Far ♦ Catching Dreams

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CONTENTS

Nov/Dec 2003
Volume 7 Issue 6

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Features

- Recasting Recasting ... 1
Craig Bartlett

News/Reports

- KOTESOL International Conference 2003 -
Gateways to Growth: Exploring ELT Resources ... 8
David D.I. Kim
- The KOTESOL Annual Leadership Retreat ... 12
Louisa Kim
- JALT 2003 Conference Report -
"Keeping Current in Language Education" ... 14
Demetra Gates-Choi
- Stephen Krashen visits Korea with PKETA ... 15
Samuel Henderson
- The future of the KOTESOL newsletter ...? ... 17
- Invitation to Asian Youth Forum ... 28

Columns

- President's Message: *You are the Dynamics of KOTESOL* ... 5
- Young Learners: *The Sound of Silence* ... 18
- Word Whys: *Whence Words Wandered* ... 11
- Financial Planning: *Investing in 2004* ... 13

What's Up in KOTESOL (Chapter Reports, etc...)

- What's Up in Chapters and SIGs and KTT ... 18

For Your Information

- Chapter Meetings ... 9
- Contributor Guidelines to *The English Connection* ... 17
- Calendar ... 20
- Who's Where in KOTESOL ... 22-23
- Constitution & Bylaws of Korea TESOL ... 25
- Membership Application and Information ... 26-27

Calls for Papers

- PAC 5 ... 21
- Korea TESOL Journal* ... 24

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to the Editorial Team,
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You are the Dynamics of KOTESOL

Dear KOTESOL members,

I want to extend my sincere gratitude to this past year's council members and executive officers, led by Dr. Sangdo Woo, who have dedicated their precious time and energy for the development of KOTESOL. My sincere thanks also go to all leaders and members of the eight chapters, seven SIGs, and KTT, for their ongoing efforts to help KOTESOL grow. I express my deepest appreciation to the conference committee, chaired by Dr. Yangdon Ju and co-chaired by Professor David Kim, which has worked so hard to organize a wonderful conference. The 11th KOTESOL International Conference has become one of the most successful ever, thanks to devoted and enthusiastic volunteers and active conference attendees.



Myung-Jai Kang

President's Message

by
Dr. Myung-Jai Kang

It is certainly a privilege and great honor for me to serve you as president of KOTESOL for the incoming year. I have been involved since 1998, when I attended my first international conference. Being moved by some of the presentations, and attracted by a well-organized conference with a good mix of foreigners and Koreans, I decided to join. Since then I have volunteered as raffle coordinator and conference coordinator, and have served as First Vice President of Seoul Chapter for two years as well as President of Seoul Chapter the following year. After being First Vice President for one year on the National Executive Council, I became President of KOTESOL 2003-2004 at the general business meeting on November 19th. I am a person who enjoys challenges, and KOTESOL has provided many opportunities to meet them. I have learned much about commitment and leadership in a volunteer organization through various KOTESOL activities.

It is a tradition for the new president to state his or her vision for the incoming year. After much deliberation, my own comprises the straightforward yet meaningful phrase: *to implement the KOTESOL mission statement objectives*. As you well know, these are "to promote scholarship, disseminate information, and facilitate cross-cultural

understanding among persons concerned with the teaching and learning of English in Korea." Our distinguished past presidents have continually striven to implement KOTESOL mission statements through leadership development and better service. Many of their goals have been achieved, but others await implementation. Given this progress, I will continue to apply our mission statements, and will do my best to upgrade KOTESOL both in quality of output and the number of active members.

First, to promote scholarship, I will put more emphasis on research by encouraging our members to concentrate on academic work, including the writing of papers for presentations and submission of research papers for the KOTESOL journal. To this end, I hope we will increase our journal output each year, as well as raise more funds for research awards. Second, information dissemination has traditionally been implemented through newsletters, chapter meetings, SIG meetings and KTT teacher training. Yet I envision these diverse groups furthering their own objectives through increased conferences, monthly meeting presentations, publications, and drama festivals. Third, although we are aware of the need to facilitate cross-cultural understanding, it is not something we formally practice. I therefore anticipate creating a Culture SIG that will enhance our understanding of cross-cultural issues by providing appropriate workshops and seminars. This will expand our horizons through better understanding of and respect for different cultures, which in turn will enable us to communicate and teach better.

This vision is extensive yet can be realized through your ongoing dedication and support. You are the dynamics of KOTESOL. Each of you can empower KOTESOL to be the leading association of English education in Korea. Because of this, I give my heartfelt thanks to all of you, for your efforts, cooperation, and assistance.

In closing, we must remember that KOTESOL is essentially a volunteer organization. While most national council officers were elected at the General Business Meeting on October 19th, we still need enthusiastic volunteers for several key positions on the Executive Council. Please contact us if you want to accept the challenge of working on this council.

I look forward to hearing from you, and seeing you at KOTESOL events in the near future.

Best wishes,

Myung-Jai Kang
President of KOTESOL

Recasting Recasting

continued from the front page

Teacher: So, what did you do on the weekend?

Student: Uh, nothing – I just stay home – study very hard.

Teacher: Ah, I see – you stayed home and studied very hard.

Student: Yes.

Following that, I write the student's original utterance on the board and my response and ask the class to say what the differences are between the two. From that, they begin to understand that in recasting, the teacher repeats back the student's previous utterance, correcting any errors along the way.

Does recasting – or corrective feedback in general – have a place in the language classroom? This is a debate that contains a number of interesting elements. Firstly, there have been some approaches to language teaching that have recommended not dealing with errors, most notably the Natural Method (cf. Brown 2000). This reticence for dealing with errors in the Natural Approach is rooted in Krashen's belief that conscious instruction in language (learning) cannot become sub-consciously acquired language (acquisition) (for an overview of Krashen's theories, a good summary can be found in Larsen-Freeman and Long 1991: 240-249). Secondly, one has to consider what students want, and whether this is actually helpful to them. One of the early studies on error correction indicated that, even though students expected to have their errors corrected, a teacher's attempt to institute the types of error correction the students preferred actually had (paradoxically!) a negative effect on the class (cf. Ellis 1994: 583). Even if one has decided that giving feedback on errors is a good thing, one should also consider the distinction between "global" and "local" errors – that is, is the error under consideration one that genuinely impedes understanding (a "global" error), or is it simply a case of a missing element that does not conform to certain language norms, such as a missing verb ending (a "local" error) (Hendrickson 1980, in Brown 2000: 237)? On the other side, the factor of error fossilization is an important factor to consider, as well (Brown 2000: 231 ff.). It is possible that, without proper instruction and feedback, a learner's language

production can stay at a particular level, with errors that appear to be impervious to correction or other treatment. If fossilization occurs, a second language user could conceivably have difficulty functioning in a job or environment where a high level of proficiency in the target language is required.

Some Research and Personal Experience

So, you have considered all the factors concerning language acquisition and instruction, and you decide that in your context, giving corrective feedback to errors is a desirable thing. How does recasting work as a style of feedback? My own experience has been that recasting appears to work, at best, with mixed results. Take, for example, my example provided above. Notice that, when I provided the recast, the student responded, "Yes". This is what almost always happens in these situations. The learner appears to not hear the corrections I have made as corrections, but as a confirmation of what s/he said before. In addition, an English conversation class I once observed at a Korean university confirmed this tendency. In this class, the teachers asked students to talk about their families. One student started her family introduction with an error common to Korean EFL classrooms, which the teacher treated with a recast:

Teacher: Now, Ms. _____, tell us about your family.

Student: I have four families–

Teacher: Uh, "I have four in my family"–

Student: I have four in my family–

Teacher: Follow, follow – the book. (*i.e.*, *the example in the textbook*) (from Bartlett 1999)

It appears as though the recast had an immediate positive effect on student output – the student repaired the error, and continued talking about her family. However, a couple of turns later, another student came out with this utterance:

Teacher: OK, next... _____, please tell us about your family.

Student: I have five family – uh, families – there are five in my family... (Bartlett 1999)

On the surface, it appears as though the student self-corrected and continued on.

However, when I listened again to the tape, I heard no sign of hesitation or catching oneself, which usually happen with incidents of self-correction. A couple of turns later, another student did basically the same thing. They were, in effect, not using the teacher's recast to correct their previous utterances, but tacking them on as an add-on. Interestingly enough, this experience corresponds with a study done on French immersion learners in Canada.

Lyster (1998) compared the effects of different types of error correction on the repair of output by students in French immersion classes. He identified three types – explicit correction, recasts, and negotiation of form. Under the broad category of negotiation of form, he included such corrective actions as elicitation, metalinguistic clues (gestures, etc.), clarification requests, and repetition of error. He found that, while learners usually repaired errors in phonology when the teachers used recasts, learners were more likely to repair errors in lexis (vocabulary) and grammar when teachers used negotiation of form. In an earlier study, he concluded that recasts were problematic when used for correcting errors because "young learners were unlikely to notice the majority of recasts in... (an immersion context) as negative evidence. (Lyster 1998:187). The evidence in this study further confirmed for him that, in content-based classroom instruction, "...recasts risk being perceived by young learners as alternative or identical forms fulfilling discourse functions other than corrective ones" (*op.cit.*: 207). In other words, a recast may **NOT** be perceived by a learner as being a "Don't say it like that" type of message, but as a "This is another way to say it" type of message.

A different study claims that recasting, done differently, can yield positive results. Doughty and Varela (in Doughty and Williams (eds.) 1998: Chapter 6) researched the effect of corrective recasting, focusing on the use of past tense forms in reporting the results of experiments carried out in a science class for intermediate level ESL students in the United States. They found that corrective recasting, which focused on the use of one particular language form (in this case, the past tense) for a particular purpose (reporting the results of experiments), did have positive results on the students' oral language output, and that these positive results were still evident

in post-tests carried out two months later. On closer examination, though, it appears that the corrective recasting is in fact a hybrid of two different styles. Take, for instance, this example quoted in their research:

Jose (student): I think that the worm will go under the soil.

Teacher: I think that the worm will go under the soil?

Jose: (no response)

Teacher: I thought that the worm would go under the soil.

Jose: I thought that the worm would go under the soil. (Doughty and Varela, in Doughty and Willams (eds.) 1998: 124)

It is clear that the teacher recasts the error, but the teacher also does a lot more besides. The teacher in fact begins by repeating the error, with rising intonation (sounding like a question), and stress on the erroneous verb forms. Then, when the teacher recasts, stress is placed on the corrected verb forms. In fact, the effectiveness of this corrective feedback lies not in the recast, but in the negotiation of form (Lyster's term) moves, which give evidence to the student that their output contains errors.

A Possible Option for Recasting?

The evidence reviewed so far, based on the above research and my own experience, appears to suggest that recasting cannot be beneficial on its own, but needs to be augmented by other types of corrective feedback. However, there has been a suggestion for a possible future use of recasting within elementary EFL education.

Slattery and Willis (2001) have suggested that recasting can be an effective way for primary teachers of EFL to respond to the L1 talk of learners. Generally speaking, they see four benefits to teachers' use of English to respond to all learner talk and questions:

In that way you are showing them:

- that you are listening
- that you can do the same things in both languages
- how to say in English what they said in their own language

- that they should try and say more in English. (Slattery and Willis 2001: 122)

More specifically, they claim that recasting helps children's language development in three ways:

It helps

- children to know they are understood
- children's acquisition of English because they hear what they said repeated in English
- to strengthen the idea that they can communicate in English as they do in their mother tongue. (Slattery and Willis, *op. cit.*: 122)

In looking at my own work, I have found that these principles can translate into practice. Last year, while working at a local elementary school, the class I was working with was playing a card game, and a group needed help. This is how the conversation went:

(Teacher arrives at the group)

Teacher: OK, what's up?

Student: Uh – (in Korean) *I-kad-eu-neun i-sso-yo...*

Teacher: OK, you have this card –

Student: Yes, I have this card – where?

Teacher: OK, you put that card here, and this one, you can throw out – you don't need it.

Student: OK – thank you.

Now, there are certainly a number of factors at play here. The English ability of the student in question was high enough that she could understand the utterance, "I (You) have this card" and incorporate it into use. She was probably motivated to use English since she was talking with me, a native speaker. The teacher recast into English probably served as a means of encouraging or reminding the student to use English. However, the positive outcome (the student begins to use English) cannot be denied. I have seen this even in exchanges with people of limited English ability, such as this exchange I had with a teacher in an in-service training program recently. The teacher was looking for a word:

(Trainer goes to Teacher's chair)

Trainer: Yes–

Teacher 1: In fish tank – (speaks in Korean)–

Trainer: I'm sorry, I don't understand what you're saying–

Teacher: Is fish – uh, warm water – (speaks Korean)–

Trainer: Uh, I don't know what you mean–

Teacher: (speaks in Korean, holds fingers together to indicate small size)

Trainer: OK, so they're small–

Teacher: Uh, yes, small, and – (touches hand lightly with fingers to indicate spots on skin, speaks Korean)

Trainer: Like sparkles?

Teacher: Yes, sparkles – is live in warm water, from Africa–

Trainer: Oh, you mean tropical fish, that's what they are, tropical fish.

Teacher: Oh, OK.

Even though I knew almost nothing of what the teacher said in Korean, I was able to use the teacher's gestures to figure out what he was saying. Thus, I would suggest that my English responses constituted at least a partial recast of the teacher's original utterances. In addition, the teacher eventually "broke into" English to make his last point, at which point I realized what term he was looking for ("tropical fish").

Is a Korean teacher of English better suited to utilize this type of classroom skill? Possibly. I would suggest that any teacher (Korean or non-Korean) who can work with students' L1 usage and help them progress to L2 usage can make use of this skill. Using recasting in this way may even help a Korean teacher of English to become more comfortable with using English in class. This, in turn, may have a positive "knock-on" effect to teaching English through English. In fact, S. Y. Kim (2002) has found, in a survey done on a group of teachers, that the degree to which teachers use English in class has a related positive effect on their opinions of government policy on teaching English through English. Is it possible that using recasting as a means of encouraging English use by students could in turn increase teachers' confidence in using English? It would be intriguing to see some research on this.

In Conclusion

The research on recasting as a style of error correction appears to suggest that its usefulness in helping students to realize

continued on page 15

KOTESOL International Conference 2003 -

Gateways to Growth: Exploring ELT Resources

by David D.I. Kim

A flurry of last minute preparations could be seen in the background past the main gate of the Seoul Education Training Institute (SETI), as conference goers walked up to the building towards the registration desks. A small army of volunteers and publisher staff had been busy the night before preparing for the arrival of around 800 conference goers who would pass through the gates of SETI, the venue for the 11th Annual KOTESOL International Conference on October 18th and 19th, 2003.

As the morning registration rush subsided, and the last of morning presentations were being wrapped-up, and while the conference goers were meandering around the many publisher booths looking for teaching material to take back home with them, the sudden boom of a Samulnori (Korean traditional performance group) called on the conference goers to following the performing percussionists to the Opening Ceremonies. At the Opening Ceremonies, the KOTESOL President **Dr. Woo, Sangdo**, Conference Chair **Dr. Ju, Yangdon**, as well as the Director of SETI

Pearson Education, Oxford University Press, Moonjin Media, and Fencom Media) for their constant and continued support of KOTESOL and the International Conference. Also in attendance were the president of KATE (Korean Association of Teachers of English), **Dr. Kwon, Oryang**, and the president of Asia TEFL (Teaching English as a Foreign Language), **Dr. Lee, Hyo Woong**, along with the invited plenary and featured speakers.

The conference goers were treated to wonderful presentations by two plenary and five featured speakers throughout the two-day event. The Saturday morning plenary speaker, **Dr. Donald Freeman**, former president of TESOL Inc. and Dean of Graduate and Professional Studies in Language Teacher Education at the School for International Training (SIT), was sponsored by McGraw Hill. Dr. Freeman, in his presentation entitled *Creating a Framework of Classroom Participation*, provided an insightful look at how socio-cultural contexts influences the interaction of the teacher's intentions and student's expectations for/in the language classroom, and how the understanding of this interactional dynamics can be applied to facilitate both student and teacher

Materials Development Association (MATSDA), and was sponsored by the British Council. Dr. Tomlinson's informative and entertaining presentation, *The Resourceful Teacher: Ways of Helping Teachers to Help Themselves*, outlined various ways of adapting and developing



Dr. Donald Freeman's
Saturday Plenary Presentation

different types of material resources to encourage problem solving behaviour and stimulate creativity, towards the goal of generating positive energy in the classroom.

The five featured speaker presentations were also very informative. **Dr. David Nunan** at the University of Hong-Kong (Thomson sponsored), and **Dave Sperling**, founder of Dave's ESL Café (TESOL Inc. sponsored), spoke on the Internet. Dr. Nunan outlined the use of IT in packaging and delivering language learning programs and material, while Mr. Sperling conveyed his personal experiences with EFL & the Internet, and his thoughts on the impact of the Internet upon ELT, as well as passing on a number of useful URLs (web addresses) that could be used to motivate learners to communicate in English via the Internet. **Dr. Caroline Linse**, at the University of North Carolina (Macmillan sponsored), imparted pearls of wisdoms in teaching young learners, and **Dr. Lin Lougheed**, founder of Instructional Design International, Inc. (Macmillan sponsored) had the audience in good spirit with his talk on the use of humor in EFL text. And, the ever-popular **Marc Helgesen**, at Miyagi Gakuin



Dr. Shin, Seung Pyung, offered their warmest regards in their welcoming addresses. After which, Plaques of Appreciation were presented to four Organizational Partners (OP; Publishers –

participation in the classroom. The Sunday morning plenary speaker, sponsored by the British Council, was **Dr. Brian Tomlinson** of Leeds Metropolitan University, and Founder/President of the

Women's University, Japan (Pearson Education sponsored), outlined the use of Language Planning (LP) to facilitate learner communication, and ways to incorporate LP activities into existing textbooks.



Attentive listeners while web-casting live - invited speakers and workshops alike were live and remain on the internet.

For the very first time at the KOTESOL conference, both the plenary and a few featured speeches were captured in digital form by the conference **Web-casting** team, and broadcasted on the Internet. Some viewers in China and Japan had live access to a number of plenary and featured speeches, as well as a select number of regular presentations. A collection of invited speaker presentations, a few regular ones, as well as a number of face-to-face interviews recorded at the conference can be viewed at Koreabridge (<http://koreabridge.com/kotesol>).

Over 100 presentations covering a plethora of ELT issues provided the conference goers with a large variety to whet the appetite. Of particular note were the 11 presentations that dealt with cross-cultural

teaching methodologies and approaches, suggesting the emerging importance of cultural issues in ELT. The eight chapters, seven Special Interest Groups (SIGs), and Korea Teacher Trainers (KTT), represented the KOTESOL presence at the conference, with table booths and a number of presentations. An employment center was open to view job listings, drop-off resumes, and have interviews with prospective employers.

The American Embassy provided embassy related services to US citizens, while the Fulbright Commission offered education related services to all conference goers. The presence of twenty-one publishers offered conference goers with a large selection of ELT resources from which to select textbooks and other teaching material.

Saturday conference events ended with a dinner reception, that all invited speakers, regular presenters and KOTESOL executive and conference committee

members were invited to attend. The conference ended on Sunday with a Raffle, with a load of prizes being given away. The KOTESOL Annual Business Meeting (ABM) immediately followed the raffle, when KOTESOL Executive Election results were announced (see page 22 for listing of new officers and National Council). Dr. Woo, Sangdo received the President's Plaque for his outstanding service to KOTESOL, while Dr. Ju, Yangdon and Dr. David E. Shaffer both received the President's Award for their significant contributions to KOTESOL during the past year.

As is the case in organizing any event the scope of the 2003 International Conference, it would not have been possible without the efforts of the volunteers. The Conference Committee volunteers diligently worked year-round in organizing the event, sacrificing their time and energy in bringing together all the elements necessary for a successful conference. The student volunteers from Konkuk University and School of Tourism at Hyecheon College gave not one, not two, but three of their valuable weekends to the conference, traveling to distant cities to receive pre-conference training and to man their conference stations on the days. The staff at SETI provided timely assistance in getting the site ready, while many others had given of their time and energy to making the 2003 KOTESOL International Conference a success.

Been to a Chapter Meeting Recently?

Suwon-Gyeonggi

Meetings: *First* Saturday of the month
Suwon University

Gangwon

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

Seoul

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

Busan-Gyeongnam

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

Daegu-Gyeongbuk

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

Jeolla

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

Daejeon-Chungnam

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

Cheongju

Meetings: *Last* Saturday of the month
Chongju University

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

The Sound of Silence

Young Learners

by
Jake Kimball

Suh, Gong-ju & Jake Kimball

Silence. Silence is golden. Silence is nurturing. Think of harmony with nature. Imagine a *Zen*-like experience. Thoughts of temples, churches, or mountaintops spring to mind. Now, exchange this scenery with the context of a classroom of adolescents studying English. The sound of silence feels more like a bridge over troubled water.

With the best of intentions, teachers march into class. And frustratingly, teachers meet a wall of silence. Under these circumstances, the implementation of Communicative Language Teaching (CLT) may appear to be nothing short of a Herculean effort. Student resistance to CTL methodology makes the Korean Ministry of Education mandate to implement forms of CLT in elementary and secondary schools more lip service than reality.

In Korean secondary schools, teachers sometimes have a difficult time with CLT. It is not uncommon to see an English class proceed entirely in Korean. In fact, it is surprising to find a teacher who teaches English through English-only. Often, blame for this lack of English use is placed squarely on the shoulders of Korean English teachers. It is claimed that they have not mastered the necessary skills or do not have enough confidence to conduct classes entirely in English. However, this is not always the case and not the only impediment to delivering a successful CLT lesson. Implementing CLT is difficult, especially when working with teenagers who have not yet acknowledged their own role in the learning process.

Why is this and what can be done about it? Is silence a 'problem' or is it really an

invitation to reflect on classroom procedure? Can the silence be broken?

Firstly, silence is a natural avoidance strategy. However, it is certainly not a language learning strategy used by good language learners as identified by Joan Rubin. Silence is also a natural reality accepted by Dr. James Asher, who pioneered Total Physical Response (TPR). Clearly, we need to have more patience with our reticent students. We also need to train learners in the use of communicative strategies that promote second language acquisition.

In order to overcome the silence barrier, reflection may help us to discover why our students are not the chatterboxes we wish them to be.

Are the materials and textbooks suitable? Suitable means developmentally appropriate regarding grammar, lexis, and content. If materials are too difficult, students' lack of understanding may cause silence. Is the subject matter interesting, meaningful, and relevant to your students lives? If not, boredom and a reluctance to participate may set in.

One way of overcoming silence is the administration of a questionnaire or self-evaluation. The questionnaire may reveal underlying causes of student behavior. Uncovering students' attitudes and interests, providing them with opportunities to think about their language learning experiences, and encouraging them to be more autonomous in their learning opens avenues of dialogue between teacher and student. Questionnaires and surveys also provide a platform for qualitative assessment as well as a means for developing a rapport with students. How well do you really know your students?

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

Other SIGs are available as well. Check page 24.

As an example, a questionnaire given to students may reveal that students dislike English, that language learning is difficult, that students lack confidence, or that they do not know what to study or even how to study. Exam preparation may be a source of stress, leading them to dislike English (and other subjects for that matter). They may also feel discouraged when they have difficulty understanding English-only lessons. Once teachers discover why students are silent during lessons, a solution may be sought.

Another observation is that students often prefer lecture-based lessons to CLT approaches. If students do not understand English-only lessons, changes can be made in the delivery of lessons. Teaching useful classroom expressions and vocabulary are just the beginning. However, it may take quite a while for students to use these phrases in class. Some students never use English. Some students choose not to use English—even though they can!

Silence may be the result of peer pressure. After all, adolescence is a very awkward stage of human development. Teachers need to be aware of puberty's effect on the social dynamics of classroom interaction. For some students, participation in a CLT formatted class is embarrassing and stressful.

The notion of classroom participation is also a foreign import that not all Korean students have bought into. It is a concept that teachers may need to 'sell' to their students. This is a cross-cultural issue that needs further attention.

Implementing CLT approaches, including English-only policies, is not unlike quitting smoking. The success rate for *going cold turkey* is not very high and it may be difficult and painful—but not impossible. The solution may lie in a gradual introduction to English through a series of reasonable expectations and tailor made lesson plans that fit one's class comfortably. While it is true that it is difficult for communication to take place in secondary English classes, it does not require a Herculean effort, only the persistence of Sisyphus.

Whence Words Wandered

by *David E. Shaffer*

Hordes of words have found their way into the English language as loanwords from other languages. Ever wondered from where they have wandered? A plethora [<Gk *plethora*, fullness] of words have come to English from Greek and a multitude [<L *multitudo*, much] arrived from Latin. Close to a millennium ago, a barrage [<Fr *barrage*, barrier fire] of words were fired at English from French. English has espoused words from all corners of the world, e.g., *taekwondo*, *kimchi*, <Korean; *typhoon*, <Cantonese; *alcohol*, <Arabic; *zombie* <Kongo of Africa; and *iceberg* <Norwegian.

This influx of loanwords has enriched the English language – one webpage contains lists of English words from 140 different languages! Similarly, in recent years, Korean has been experiencing an inflow of words from English. Some of these have their origins in Middle or Old English, but many of them come from other languages to English and then moved on to Korean.

These loanwords add a rainbow of color to Korean that many are not aware of.

First, let's look at some food-related words. Korean *banana* is from English *banana*, which originated from the Wolof language of Senegal in West Africa, while Korean *oraenji* [English: *orange*] is from Sanskrit of ancient India, meaning "fatal indigestion for elephants." Korean *kecheop* [English: *catsup*, *ketchup*] has its origins in the Amoy language of China where the word meant "made from pickled fish and spices." K. *tomato* [E. *tomato*], from which ketchup is made, comes to us from the South American language of the Aztecs, Nahuatl. K. *babikyū* [E. *barbecue*], on the other hand, is from a native Caribbean language, Taino, meaning "raised structure for cooking meat."

Both K. *kaendi* [E. *candy*] and K. *kaereomel* [E. *caramel*] are from Arabic – the first was named after a sugar refinery, Qandi, and the second meant "small ball of salt"! K. *keopi* [E. *coffee*] was named after the town where the coffee beans were first found – Kaffa, Ethiopia, where Ethiopian was spoken. Also

Word Whys

by
David
Shaffer

from the Aztec language Nahuatl we get K. *chokolet* [E. *chocolate*] meaning "sweet brown stimulating foodstuff."

Enough with foods. The hip-swinging dance, K. *hulla* [E. *hula*] is from Hawaiian. If you dance too wildly, you may fall, break a leg, and have it put in K. *gipseu* [E. *gypsum*], a word originating from ancient Phoenician spoken in the eastern Mediterranean area. From dancing too much you may also get sweaty and want to go to a K. *sauna* [E. *sauna*], a word from Finnish. At the sauna, you may K. *syampu* [E. *shampoo*] your hair; this word is from Hindi of India. To all this, all I have to say is K. *beurabo* [E. *bravo*], which is incidentally from Breton of France. Word borrowing adds descriptive power and color to any language!

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

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The KOTESOL Annual Leadership Retreat

by Louisa Kim, KOTESOL Publicity Chair

The Korea TESOL annual Leadership Retreat this year was held December 13-14 at Hyecheon College in Daejeon. It was kick-started with a ninety-minute "break-the-ice" session that was a great opportunity to meet up with old friends and make new ones.

After a refreshing cup of coffee and a healthy stretch of the legs, we moved on to the 3 morning breakout sessions. One was a discussion of chapter finances led by Dr. David Shaffer, our National Treasurer, and Julie Stockton, the Database Manager; another was on the National Program Committee and SIGs (Special Interest Groups) with members sharing their experiences and impressions; and the third was led by Dr. Peter Nelson on the functions of KTT (KOTESOL Teacher Training).

The afternoon session began when Dr. Kang Myung-Jai, current KOTESOL National President, and Dr. Robert Dickey, past Publications Chair, led the brainstorming session on KOTESOL publications. Brainstorming was perhaps an understatement here as all participants debated enthusiastically on various (controversial) publications issues.

Other breakout sessions were held during the day, including one led by me on National and Chapter level publicity; one



on our Organisational Partners (OPs) led by our OP Liaison, Mr Kim Wonmyong; and Mr Jang-Suk Kim gave a short report on Korean middle schools English learning.

The Conference Committee (ConComm) meeting then took place, whilst the remaining attendees participated in Dr. Dickey's session on the constitutional aspects of the Jeolla chapter reorganization. During the latter half of the ConComm meeting, Kevin Landry, our National Webmaster headed a discussion on how to design, use and control the KOTESOL website. If I ever needed a clone, this was the time: I was meant to sit in on this session but also had to go to the ConComm meeting.

Our highlight of the day was an interesting and insightful presentation given by the invited speaker, Dr. Kwon Oryang, a KOTESOL past president and the current president of KATE (The Korea Association of Teachers of English). Dr. Kwon gave us an overview of English teaching in Korea, the history of KOTESOL and how we might improve on our organisation for the future. Those who knew Dr. Kwon before were glad to meet up with him again; as for us newbies, we were delighted to have such a distinguished speaker addressing us.

After such a long, eventful day, we were all very relieved when it was announced that the next item on the agenda was dinner, thus concluding our first day of the retreat.

Sunday morning began with a most captivating presentation given by David Kim and Sharon Morrison, Conference Committee Chair and Co-chair, respectively, on the functions and operations of the annual international conference.

This presentation was essential to all leaders in KOTESOL because the organisation of the conference has always been a mystery to those who were not involved. Dr. Shaffer made a spot-on

remark about the general feeling of our audience as "a peculiar silence at the beginning due to the sudden realisation of the scope and complexity of the ConComm and its duties/activities," which left us all in complete awe.

The Retreat concluded with an executive council meeting, but prior to that we heard an interesting conference report from the



JALT (Japan Association for Language Teaching) KOTESOL representative, Demetra Gates-Choi; followed by several intriguing talks on the Korean high school scene by Suh Oo-sheek, Daejeon Chapter President, Cho Jaeyoung from the Daegu Chapter and Kim Wonmyong, our OP Liaison.

Having spoken with some Retreat participants, I can say on good authority that it was a very well organised and information packed weekend for the KOTESOL leaders. A big thank you to Paul Mead, our Second Vice-President, whose relentless and tireless organisation of the event meant an unforgettable weekend for all the rest of us. Also our sincere gratitude is due to Dr. Yangdon Ju, our Domestic Relations Chair who provided us with the fabulous facilities we enjoyed.

If any of you out there think that you want to get involved and improve KOTESOL, don't hesitate to contact your chapter presidents and get cracking! I hope to be seeing some new faces at next year's Retreat!

More Input Solicited. Contact Paul Mead, 2nd VP, to volunteer your ideas and talents!

Investing in 2004

You will be aware that Koreans love investing money and this topic is sure to make lively conversation in your classrooms, as well as giving you food for thought on where you can make money.

At the beginning of the year, major economies showed little sign of positive movement. As the 'bear' market rolled towards 3 years, we were hit by the Iraq War and SARS which further depressed markets.

However, at the time of writing, the Dow Jones Index has increased by 13% in 2003. The NIKKEI Index has outperformed major Western markets, recording a 16% gain. However we wait to see if Japan pushes forward much needed reforms. Even the KOSPI in Korea has made people richer in 2003. Were you brave enough to stay invested? If so, congratulations!

So in 2004, can we expect better returns from stocks? Major Fund Managers seem

to think so. Much institutional money has drifted from defensive assets like Gold and Bonds into Stocks and Equity-based Mutual Funds.

Since June, many investors have moved from cash to equity-based vehicles attempting to time the markets. Perfect timing cannot always be achieved, and it is the old adage of 'time in the markets' not 'timing the markets' which makes investors more money over the medium-term. There is no sense in sitting on cash with Dollar rates at under 1% and with possible rises in interest rates in the near future, the halcyon days of surging property prices may be over.

For those who have been regularly saving into equity-based vehicles over the last few years, you will have seen significant rises in value. The extra 'Units' you purchased when prices were low are now leveraging upon the rises in Unit values.

Financial Planning

by
Robert Williams

Clearly, we want to maximize returns and minimize risk. To do this, ensure that you have diversified your portfolio between the main asset classes of cash, funds & stocks, property, and bonds. 2004 should provide the best potential for equity returns for some time so don't miss the boat!

When eating your Christmas Pudding, review your portfolio and ensure that you are not overweight (in any one asset class). You can then look forward to extra portions of profit and a fatter wallet instead of fatter waistlines in 2004!

Merry Christmas and a Happy New Year !

Robert Williams
Towry Law International

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JALT 2003 Conference Report

“Keeping Current in Language Education”

by Demetra Gates Choi

Current: *adj.* **1.** Occurring in or belonging to the present **2.** In widespread or general use – *n.* **1.** Continuous flow, as of air or water **2.** The swiftest part of a moving body of gas or liquid...

Several thousand people attended the 29th JALT International Conference, November 22-24, 2003 at the Granship Conference Center in Shizuoka, Japan. What with three days of some 400 + jam-packed, action-filled sessions, 3 plenaries, 2 open forums, a plenary speakers' roundtable, an international forum, 12 featured speakers workshops, an educational materials exposition, and an international food fair, it's a wonder that JALT's conference program guide doesn't rival the Japan Railway's timetable book in thickness!

Shortly after arrival and hotel check-in late Friday afternoon, our affiliate table was set up. Hundreds of small Korean flags, maps, several 2 meter KOTESOL banners, TECs, KOTESOL journals, tri-fold publicity brochures, big glossy color pictures of our website/conference webcast, and other assorted membership and article submission information made our area a real showplace. Our neighbors in the prime locale cul-de-sac area at the Granship's entrance were FEELTA, TESOL Canada, Thai TESOL and Amnesty International. Publishers teased that the affiliates received more traffic than they did, and I tend to agree.

Second and foreign language teaching is a field that is constantly changing. Jack Richard's plenary lecture, “*New Directions in the Teaching of English*” examined these changes that have taken place over the last 30 years, and focused on what is believed and understood about them.

JALT Public, a new event seeking to attract local teachers who would otherwise not attend the JALT conference, was truly interesting. The audience was treated to presentations in Japanese and easy-to-understand English on the role of humor in cross-cultural communication, basic

comedy techniques and games, and staging rakugo-traditional storytelling.

Meals were a pleasant addition to the conference. Within the span of a few paces, one could have breakfast, lunch and dinner all three conference days in a host of countries- Egypt, India, Japan, and Russia to name a few. Indeed, a culinary extravaganza!

Simon Greenall's mid afternoon plenary, “*Current Concerns in Socio-cultural Training in the Classroom*,” examined what, why, and how to teach a socio-cultural syllabus strand in a multi-syllabus course design.

The International Forum, “Current Developments in International English Language Education,” rounded out the late afternoon and early evening on Saturday. 5 JALT representatives, plus Simon Greenall (IATEFL), Neil Anderson (TESOL, Int'l.), and representatives from ETA-ROK (Taiwan), ThaiTESOL, FEELTA (Russia), ELLTAS (Singapore), KATE (Korea), and myself (KOTESOL) debated a handful of current issues, including “ESL, EFL or other languages for Asia?”; “Is an immersion model possible?”; “Is elementary school language education successful?” and “How early should language education begin?”.

After a late power breakfast, a quick run through the educational materials



KOTESOL display table at JALT



International Food Fair

exposition, and a short inspection of JALT's JIC (job information center), I was off to catch the *Open Forum Panel Discussion* already in progress. The discussion focussed on the Japanese Ministry of Education, Culture, Sports and Technology project to develop “a strategic plan to cultivate Japanese with English ability,” which aims to help Japanese actually *use* English. Seating was at maximum capacity for this highly anticipated event and a lively Q & A period followed.

The third and final plenary was Dave Willis' “*From Improvisation to Fluency: The Basis of Task-Based Methodology*,” where Willis argued that “pedagogical descriptions of language, and most approaches to language teaching have a lot to say about grammar, but relatively little to say about lexis.”

A Participants' Plenary, a new event on the JALT schedule, aimed to ensure that it is not only presenters that share insights and explore important teaching-related questions, but that all conference goers have an opportunity to raise current issues in a public forum.

Monday was filled with JALT's *Featured Speaker Workshops*, which have proven very popular. Each workshop was two hours and limited to 40 people. Participants could select from a wide variety of topics and issues. In addition, the workshops allowed participants the chance to meet and speak candidly with the featured speakers.

I'd like to take this opportunity to thank our organization for sending me as the official KOTESOL affiliate representative.

Stephen Krashen visits Korea with PKETA

by Samuel Henderson

The Pan-Korean English Teachers Association (PKETA) Annual Conference was held in Busan, at Dongseo University on Saturday, September 20. The theme of the day was "Making the Transition: Moving from the Classroom to the Real World." The presenters addressed a number of areas in which language education can better help students to make this transition. Each presentation provided substantial food for thought, and together they comprised a delectable feast for the mind.

The first plenary speaker was Dr. Stephen Krashen of the University of Southern California, who addressed the day's theme in terms of developing productive fluency among very advanced learners. He spoke on the topic of "The Advanced EFL Writer."

Dr. Krashen noted that most EFL learners continue to make small mistakes in writing, no matter how advanced they become – typically cosmetic errors of spelling and usage. Although these glitches rarely affect communication, they are annoying and obstructive for the reader. With the continuing rise of English as a language of international communication and

scholarship, this problem is of pressing importance. He laid out certain key questions for future research: How do advanced EFL learners acquire literacy? Is the composing process universal? Does the composing process transfer from L1 to L2? Is a common identity among users of EIL (English as an International Language) important for composition? He noted that writing style, like accent, may indicate a shared group identity among language users. EIL speakers who lack a sense of group identity may thus be prone to stylistic mistakes.

The second speaker was Dr. Chieko Kawauchi of Kurume University. Her presentation was titled "The Effect of Pre-task Activities on L2 Oral Performance." She presented the results of her research on female Japanese English students, whom she divided into a low-intermediate and an advanced group. This project investigated how learners' proficiency affects their use of preparation activities before a speaking task. She divided pre-task activities into "output-based," such as rehearsal or writing a draft, and "input-based," such as reading.

Dr. Kawauchi found that advanced learners used output-based activities to solve those problems they encountered

during unplanned response. In contrast, low-intermediate learners used the activities to focus on the parts of the task which they found manageable, while avoiding more difficult problems. However, both groups used the input-based activity, "reading a model response," to solve all the problems they had become aware of during unplanned response.

The plenary session's remaining speakers addressed ways in which online teaching helps to "make the transition." Dr. Moon-Sup Han of Hanyang University spoke about his university's use of the "Dr. TOEIC" program to provide self-paced test preparation classes. He described this program as a very positive experience, which also enables students to study in the places and times that are convenient for them. Dr. Jay-Myoung Yu of Soonchunyang University presented a study comparing the TOEIC scores of 2,687 Soonchunyang students before and after they took a one-semester online preparation course. He reported an average rise of 40.7 points at the end of the semester.

The day's 600 attendees further enjoyed lunch and 14 afternoon concurrent sessions, including several by KOTESOL members.

Recasting Recasting

cont. from page 7.

that they have made errors and should repair their output is, at best, mixed. Even when it appears to be successful, it is not because of the recast itself, but of other clues that give the negative evidence needed for students to repair output. However, other work now shows that recasting can itself be "recast", as a means of encouraging L2 output from students in EFL learning situations. This could be a powerful tool for teachers of English in monolingual classrooms, who have even just a basic knowledge of the L1 of their students (like me!). I hope that this article will encourage teachers to take a look at what they do in their classrooms, and consider using an old tool in a new way. I hope, as well, that researchers might look at these tendencies that I have found in my own teaching, and plan more in-depth research into these phenomena.

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Biography

Craig Bartlett has taught English in Korea for the past seven years. He has also served on the KOTESOL Conference Committee, and as an In-Country Tutor for the Distance MA in TEFL/TESL Methodology offered by the University of Birmingham. He is now moving to Qingdao, China, as an EAP/Subject Lecturer with ACE Education. Email: craigprof@lycos.com

Resume Building...

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

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

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

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

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

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

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

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

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

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).

The future of the KOTESOL newsletter ...?

The English Connection (TEC) has reached a critical moment. With the retirement of Rob Dickey from the Publications Committee, the future of KOTESOL information transmission is in flux as we reconsider all aspects - timing, medium, and contents. If you are one who prefers to receive a paper-based newsletter containing articles of practical and scholarly information pertinent to classroom teaching, then you need to help organize the future of the newsletter. Or if you would prefer an email-based transmission of news, then we need your ideas and keyboard fingers as well. And yes, both email and paper are possibilities. The question is, do we have the resources to make this a reality?

The "Contributor's Guidelines" included on this page are the traditional invitation for *TEC* submissions, but if there is no newsletter, or if it is substantially revised, then all of these too must be reconsidered. And as always, there is room for new ideas, we are not bound by what has been done in the past.

The English Connection has won acclaim from other TESOL societies, it seems a shame to let it fall simply because there aren't volunteers to carry on the project. 2004 is a new year, the question is, will there be a KOTESOL newsletter in 2004?

It is a fact of Korea TESOL that we are heavily dependent on the volunteerism of

expatriate teachers, yet the challenge is to replace those who move on to other professional opportunities. In the past year we have lost a large number of Publications Committee members, including Kirsten Reitan, TJ Everest, Trevor Gulliver, Stephanie Downey, and Louie Dragut, as well as Rob Dickey. We appreciate their contributions, and wish them well as they proceed in other career directions.

If you can help, or can suggest others who may, please contact Louisa Kim, the KOTESOL Publicity Chair, at (Work Tel) 042-863-2880/2890 (Cellphone) 011-9806-5312 (Email) <kotesol_publicity@yahoo.com>.

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.

SUWON-GYEONGGI CHAPTER

by *Kim Chang-sook*

The 36th Suwon-Gyeonggi KOTESOL Chapter meeting kicked off the fall session with 50 participants. The presenter was

What's Up in KOTESOL

edited by Kevin Landry

Peter Kipp, an instructor from Ewha University. He discussed several ways of getting students to commit to writing as an act of communication. According to him, the key is developing a sense of their peers as an audience. Four different methods of involving students in an active critique and revision of their own writing were presented. George Hillocks' "Shell Game," was used to demonstrate these methods. Students choose one seashell from a large collection. Peter surprised and entertained his audience with his wide variety of shells and we wrote a description of the shell. The shells are returned to the pile and other students try to locate certain ones based on the descriptions. The teachers present experienced every step of the "Shell Game" as writers and peer critics. The activity can also be used with other realia such as buttons or stones.

Suwon-Gyeonggi Chapter had this year's last conference at the university of Suwon on November 15th. We finished off this year's conference with Scott Miles' presentation. Scott Miles is an associate professor at Seogang University and vice president of our chapter as well.

First we discussed vocabulary goals we have for our classrooms. In most cases, vocabulary goals are either vague or nonexistent. He then talked about the importance of teaching high-frequency vocabulary first (most common 2,000 words). Teaching these words will be beneficial for the students as these are words they will encounter far more often

than other words, and thus will have a much better chance of remembering.

We then talked about best ways to teach vocabulary through input activities first (word recognition), and then output activities (activities that make the students recall the word for speaking and writing).

Our chapter will have a joint conference with GETA (Gyeonggi English teachers' Association) for two days on December 20th~21st (Saturday, Sunday) at the University of Suwon. The joint conference starts at 3:00p.m. on Saturday. We expect more than 300 participants.

DAEGU-GYEONGBUK

by *Julie Stockton*

The Daegu-Gyeongbuk chapter has been busy. We've had excellent turnout and great speakers. In October Rocky Nelson shared his wealth of knowledge and experience in setting up an extensive reading program for EFL learners. Extensive reading is an "Authentic" English activity that promotes enjoyment as well as producing significant progress in oral fluency, writing, and vocabulary development. His presentation was informative and practical. One thing that Prof. Nelson reiterated was that students should use graded readers; students need reading material at their level in order for the program to be successful.

Although communicative teaching implies production, measuring an increase of skills is not simple. It's a lot easier to mark a correct answer on a worksheet than to measure students' speaking performance. Sam McGrath presented several activities to use with EFL students helping them practice and improve their English fluency. He also discussed using self-assessment, peer-assessment, and oral fluency tests to measure a student's fluency. He suggested mainly focusing on students' speed and loudness. He provided a score sheet for us to practice the techniques. All and all, it was an excellent forum on communicative skills.

We've had a little fun with English at our meetings lately. Our own Professor Choi likes to explore a few English puns or jokes

to get our meetings off to a humorous start. Laughter is good medicine, after all.

Heewon Kim, an instructor at Kyunpook National University, discussed ways to use news media to develop English skills at our November meeting. She says that the news is one of the best sources for interesting topics, so students are motivated to read, discuss, paraphrase, and listen to the news. Students learn new vocabulary and expressions, summarize stories, and practice listening skills. Prof. Kim finds it valuable for students to compare Korean and English sounds and summaries. Comparison helps students clarify what they think they heard. We had a lot of fun with the news clip she provided.

In December, we explored using poetry in the English classroom. Dr. Hae-ri Kim suggests poetry is short, manageable, and easily integrated into the classroom curriculum. Students can explore vocabulary and meaning, draw imagery, act out the poem, and more. Dr. Kim also suggests that students write about what they read in dialogue journals. Dialogue Journals develop written communication skills, provide authentic language input and communication, and students learn by writing. She shared some great poems with us.

We'd like to invite you to come out the first Saturday of any month to learn and experience good and practical English instruction practices. It's fun. We meet at Gyeonbuk National University, you can find out more about us at <http://www.kotesol.org/daegu/>.

***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>

JEOLLA CHAPTER

by Allison Bill

Perhaps the title for this section should be Jeonbuk/Jeonnam Chapters (plural). By the time you are reading this TEC, a decision should have been made about whether or not to split Jeolla Chapter into two chapters: a Jeonju-Jeonbuk Chapter in the north and a Gwangju-Jeonnam Chapter in the south. Please refer to our web site at www.kotesol.org/cholla to find out our decision.

Jeolla would like to thank Nick Ziegler for his work in organizing the Annual Drama Festival, held November 8th in Jeonju. Congratulations to the winning teams, and see you next year!

Jeolla's November meeting is being held on the 15th, in Gwangju. Our Vice-President, Dr. Gyonggu Shin, will speak about Language Policy. Todd Vercoe will also visit our chapter to speak about Student Motivation. Elections will be held either for the full Jeolla Chapter if we remain a single Chapter, or for the new southern Chapter if it is created.

GANGWON

by Ryan Cassidy

It was nice to see so many members of the Gangwon chapter of KOTESOL at the International Conference last month. Hopefully you found the conference well worth the time and effort you put in to attending. I would also like to warmly welcome all new members to the chapter and strongly encourage you to contact our membership coordinators so that we can keep you up to date with chapter events.

With winter quickly approaching, we are also quickly coming to the end of the school year and the end of another session of chapter meetings. Keep your eyes open for the Gangwon KOTESOL cyber-newsletter for more details. The final meeting of the semester will be on December 6th at the Sokcho Education office. I look forward to seeing you all there.

SEOUL CHAPTER

by Tory Thorkelson

As winter approaches, The Seoul chapter is gearing up for our regional conference in May, 2004. After a hiatus of 3 months for summer vacation, the YL SIG and the 11th KOTESOL International Conference, our monthly meetings resumed with a presentation on November 15th by our new secretary, Jack Large. Elections and nominations for new executive members have been ongoing as well, and a number of new faces and talent have been added to our team. Allow me to mention these below.

First, we have the super husband and wife team of Jack and Ae-Kyoung Large handling the dual roles of Secretary and Treasurer with aplomb. Ji-yun Kim and Heather Cabans are co-editing our monthly newsletter, ASK, putting their combined skills to good use building on the excellent foundation set by our previous editors, Park, Eun Young, Kevin Landry, and Asif Siddiqui. Mary-Jane Scott and Eowyn Brown are our new Workshop coordinators and are active members and presenters. We anticipate some excellent presentations in the next few months.

Our newest members are Hae-Jung Ahn and John Marchant who will be handling publicity for our chapter. With their connections in the educational community and innate abilities, we know that Seoul Chapter is on track for the future. Remember that meetings are held on the 3rd Saturday of every month at Sookmyung Women's University. We hope to see you there!

KTT

by Peter Nelson

The groundwork for future KTT operations have been laid in the past two months. In September, two position papers dealing with our group's vision and goals were circulated. The consensus that emerged was one of starting slowly but in an organized way. Members would at first concentrate within their own geographical

regions, and would then spread out to those areas without a KOTESOL presence. At a later stage, we will cultivate speaking links with sister organizations and governmental entities. To this end Dr. Robert Dickey has expressed interest in KTT giving presentations in the southern part of the nation, possibly as early as January. Paul Mead has also expressed interest in doing this for the Pusan area, and Dr. Steve Garrigues will speak under the KTT banner to a group in Taegu. So, we are off to a good start in 2004!

CALL SIG

by James Trotta

Recently, the KOTESOL CALL SIG discussion group has centered around how to use the internet to enhance face to face teaching. For example, one teacher uses his site, <http://www.seansclassroom.com/>, to provide a space for students to keep journals. I recently had students post their opinions about the death penalty to <http://www.eslgo.com/forum/deathp/index.cgi>. Then I printed the posts, corrected them, and gave my suggestions to students before the class discussion. This way they could try to incorporate the more complex/accurate English suggestions into their discussions. To join the CALL discussion group, go to <http://groups.yahoo.com/group/KOTESOLCALLSIG/>. You may also want to visit the CALL homepage: <http://www.kotesol.org/compulearn/> for information about computer assisted language learning.



Calendar

compiled by
Robert J. Dickey

CONFERENCES

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

Feb 3-4 '04 2004 Lao TESOL Conference, Vientiane. Contact

Catherine M. Wood (Email) vtcadmin@laopdr.com

(Web) <http://www.vientianecollege.laopdr.com/laotesol.html>

Mar 29-Apr 3 '04 Annual TESOL Conference, Long Beach, California. Info (email) conventions@tesol.org

(Web) <http://www.tesol.org>

Apr 13-17 '04 38th Annual International IATEFL Conference, Boummouth, England. Info (Email) generalenquiries@iatefl.org

May 14-18 '04 (China) International Conference on Tertiary/College English Teaching: From Theory to Classroom Practice. The English Language Teaching Unit of The Chinese University of Hong Kong is pleased to organize a joint international conference with the National Association of College English Teaching and Research of China. The major aims are to enhance the quality of college English teaching in the Chinese context as well as to provide open forums for the discussion of current issues related to language teaching and research. The conference will take place in two locations: Nanjing (14, 15 May) and Hong Kong (17, 18 May).

Info (Web) <http://www.cuhk.edu.hk/eltu/conference/2004/>

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 3-4 '04 CELC Symposium 2004 - Paradigm Shifts in Language Teaching and Learning: Teacher Roles and Learner Responsibilities. Singapore.

(Web) <http://www.nus.edu.sg/celc/symposium/index.htm>

Jun 24-27 '04 Fifth Pan-Asian Conference on Language Teaching (PAC5) at FEELTA 2004: "Sharing Challenges, Sharing Solutions: Teaching Languages in Diverse Contexts",

Vladivostok. Contact Stephen Ryan (Email)

ryanyama@hcc5.bai.ne.jp (Web)

<http://www.dvgu.ru/rus/partner/education/feelta/pac5/>

Jun 25-26 '04 KATE International Conference: English Education from Socio-cultural Perspectives. Seoul.

(Web) <http://www.kate.or.kr/>

Nov 5-7 '04 Nov 5-7, 2004 Enhancing Expertise for TEFL in Asia, 2004 Asia TEFL Conference, Seoul. For more information

(Web) www.asiatefl.org

Nov 12-14 '04 Trends in Asian Contexts: Theory and Practice.

The 13 International Symposium and Book Fair on English

Teaching, English Teachers' Association of the Republic of

China (Taipei, Taiwan). Contact Professor Leung, Yiu-nam.

(Email) etaroc2002@yahoo.com.tw,

(Web) <http://www.eta.org.tw>

Nov 19-22 '04 JALT 30th Annual International Conference on Language Teaching and Learning and Materials Expo, "Language Learning for Life" in Nara, Japan. Submission deadline: January 31st, 2004. Contact Tadashi Ishida (Email) vp@jalt.org (Web) <http://www.jalt.org>

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

Jan 31 '04 for Jun 24-27 '04 Fifth Pan-Asian Conference on Language Teaching (PAC5) at FEELTA 2004: "Sharing Challenges, Sharing Solutions: Teaching Languages in Diverse Contexts", Vladivostok. See Call on page 21.

(Web) <http://www.dvgu.ru/rus/partner/education/feelta/pac5/>

Jan 31 '04 for Nov 19-22 '04 JALT 30th Annual International Conference on Language Teaching and Learning and Materials Expo, "Language Learning for Life" in Nara, Japan. Contact Tadashi Ishida (Email) vp@jalt.org (Web) <http://www.jalt.org>

Jan 31 '04 for June 25-26 '04 KATE International Conference: English Education from Socio-cultural Perspectives. Seoul.

(Web) <http://www.kate.or.kr/>

Feb 1 '04 Recipes for Wired Teachers II. The Japan Association for Language Teaching Computer Assisted Language Learning Special Interest Group requests papers for their proposed sequel to Recipes for Wired Teachers. Publication Date: August 1st, 2004. The title is "Recipes for Wired Teachers - 2"; however, to differentiate it from the first edition, a potential theme is on websites which promote multicultural aspects. Submissions concerned with teaching foreign languages using CALL are welcome. The purpose of the book is to provide foreign language teachers and especially those working with CALL, lessons, topics, themes and ideas for them to use in their classroom. If you wish to know more either contact the editor Mr. Gromik Nicolas (Email) wired2@jaltcall.or (Web) <http://jaltcall.org/recipes/>

Feb 15 '04 for Nov 12-14, 2004 Trends in Asian Contexts: Theory and Practice. The 13 International Symposium and Book Fair on English Teaching, English Teachers' Association of the Republic of China (Taipei, Taiwan). Main Topic Areas: Classroom Methods and Practices, Teacher Training, Materials, Literature, Multimedia and Technology, English for Specific Purposes, Comparative Education and Policy Making, Multicultural Education, Communicative English Teaching.

Contact: Professor Leung, Yiu-nam.

(Email) etaroc2002@yahoo.com.tw

(Web) <http://www.eta.org.tw>

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>

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

**The Fifth Pan-Asian Conference on Language Teaching
(PAC5) at FEELTA 2004**

Application form for KOTESOL-vetted slots

Closing date January 30, 2004

Details of Main Presenter

Surname _____ First name _____ Title _____

Address _____

Telephone: home _____ work _____

Fax _____ e-mail _____

Where employed _____

Details of Presentation

*Single / *Joint presentation (circle one)

Name, title and employer of joint presenters _____

Title (max 10 words) _____

Presentation short paper (25 min) paper (50 min) discussion (110 min)

Type workshop (110 min) poster (please check one)

Topic Area _____ (choose from list on web page, see below)

Equipment

Each room has a chalkboard and a presenter table. Check any other equipment required on the list below. A charge of \$15 will be made for each item of equipment requested. Please help us by indicating equipment requirements now, rather than in the days before the conference.

- OHP VHS video player (NTSC, PAL, and SECAM available)
 Audio-cassette player projector for use with your own personal computer

We are also asking for:

- (1) An abstract of 50-75 words, to be printed in the program
- (2) A self-introduction of not more than 25 words
- (3) A summary of not more than 150 words, for peer review

Submit your proposal online

<http://www.learnerzone.com/FEELTA/>

or by email

[<feeltacon@dvgu.ru>](mailto:feeltacon@dvgu.ru)

**Please cc copies and updates about your proposal's status to
Demetra Gates Choi (Email) [<intlaffairskotesol@yahoo.com>](mailto:intlaffairskotesol@yahoo.com)**

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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, Amended March 1998, October 2003)

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. Any members seeking nomination for an elected position on the Council must have been a member in good standing for at least the 12 full months immediately prior to the time of seeking nomination.

3. Any elected or appointed member of the Council may be removed from office through impeachment, which must be based on a failure to properly conduct the affairs of their elected/appointed office. Impeachment shall require the approval of 75% of elected officers and chapter representatives, regardless of present attendance.

4. 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. 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.

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

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

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

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

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

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

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

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

3. All Chapter officers must be current KOTESOL members.

4. 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 (check only one): Seoul Suwon-Gyeonggi Cheongju Daejeon-Chungnam Gangwon
 Daegu-Gyeongbuk Busan-Gyeongnam N. Jeolla Gwangju/S. 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>

Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org

New Fax Number!!!

June 23-27, 2004

Academic and Cultural
Exchanges

Fifth Pan-Asian Conference (PAC5)
Vladivostok, Russia

Asian Youth Forum

Kip Cates,
Tottori University, Koyama
Totorri City,
Japan 680
Tel/Fax: (+81 857 31 5650)
<apply@asianyouthforum.org>
www.asianyouthforum.org

Asian Youth Forum

Bringing the Future of Asia Together

**A Special Event
In Association with the
Language Teaching Associations
of
PAC
The Pan-Asian Consortium**

Asian Youth Forum

2004 ASIAN YOUTH FORUM (AYF4)

at the
PAC5 Conference
June 23-27, 2004
Vladivostok, Russia

The Fifth Pan-Asia Conference (PAC5), sponsored by FEELTA Korea TESOL, JALT, Thai TESOL and ETA-ROC, will be held June 24-27, 2004 in Vladivostok, Russia. This major international conference will feature presentations by language teachers from across Asia.

The Asian Youth Forum will be held concurrently with the PAC5 conference and will bring together college-aged young people from Russia, Korea, Japan, Thailand, Taiwan, the Philippines and other Asian countries to discuss language, culture, global issues and international understanding through the medium of English-as-an-Asian-language. For the AYF, we are planning both academic events (seminars on language learning, world problems, Asian stereotypes) and social events (local excursions, homestays with Russian families, cultural performances).

If you or your school are interested in taking students from your country to Russia for this special international youth event at the 2004 PAC5 conference, please contact us.

Highlights

- Academic presentations by students, for students
- Cultural presentations about participants' countries and experiences
- Special events focusing on sharing and exploring the future of Asia

THE ASIAN YOUTH FORUM
AYF4 @ PAC5