



KOTESOL
대한영어교육학회

What's Inside?

Korea Twenty Years Ago
Steve Garrigues

Mismatches in Teaching
and Learning Styles
Diana Brochu

In a Backpack Headed
for Home
Brian Heldenbrand

Leadership for the Future
Jake Kimball

Membership Spotlight:
Maria Lisak



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

Korean ELT and KOTESOL:

Where We've Been, Where We're Heading (Part 1)

By Robert J. Dickey

Introduction

Change has been a constant in English language teaching (ELT) in Korea for the past decade. Learners, teachers, administrators, organizations, and policy-makers have been pushed into new roles, with new expectations. Such changes are not new, however, and are best viewed in the light of history. The nearly 120 years of ELT in Korea, and 12 years of Korea TESOL provide a useful setting to understand the current environment, and to consider future directions.

Korea TESOL, as local affiliate of both TESOL Inc. (International) and IATEFL, has a unique place in the Korean ELT community: the bridge between expatriate teachers with English fluencies and Korean bilinguals, the meeting place of global ideas and local awareness. The 12 years of KOTESOL are indeed a microcosm of language teaching across the Republic during the same period.

This is not a comprehensive study of the history of ELT in Korea; such reports exist (see Y.P. Choi, 1997; Dusthimer and Gillett, 1999; a number by Oryang Kwon; Soh, 2003, and many others written in Korean). Some of the gaps in their information can be filled in through personal accounts of those who taught in the 1960s through today, and the stories they have heard from those who taught before them. "Old-timers" like Dr. Dwight Strawn, Michael Duffy, Dr. David Shaffer, Jack Large, Dr. Oryang Kwon, Everette Busbee, Dr. Jeong-ryeol "Jay" Kim, and numerous others have all contributed insights to the overview here.

The Early Years of English Education

It is unclear when English first arrived in "the land of the morning calm."

Continued on page 8.

June 2004

Email us at KOTESOL@asia.com

**New KOTESOL
Email and Fax**

Email: kotesol@asia.com

Fax: 0505-505-0596

If you have tried to contact KOTESOL recently by email or fax but have received no reply, please try again at the new contacts above.

www.kotesol.org



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 the reader in self-reflection, professional growth, and discussion.

Short Features or Reports should be 600-1,200 words and should focus on events of interest to TESOL 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 submissions 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.



THE ENGLISH CONNECTION

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

Contents

Features

- Korean ELT and KOTESOL:
Where We've Been, Where We're Heading (Part 1) 1
Robert J. Dickey
- In a Backpack Headed for Home 10
Brian Heldenbrand
- Mismatches in Teaching and Learning Styles Between
NESTs and Korean University Students 14
Diana Brochu

News/Reports

- The Spring Blossoms with KOTESOL Conferences 12
Maria Lisak, Paul Robertson, Tory Thorkelson
- Inter-chapter Networking Abounds at Chapter Representatives' Meeting 20
David E. Shaffer
- Leadership for the Future 24
Jake Kimball
- What's Up in KOTESOL 28

Columns

- President's Message: You Deserve a Wonderful Summer Vacation 5
- Editor's Letter 7
- Membership Spotlight: A Ball of Energy Rolls into Gwangju 11
David E. Shaffer
- Professional Development: More than Degrees 18
Robert J. Dickey
- Young Learners: Class Routines for Young Learners 21
Eowyn Brown & Jake Kimball
- Conference 2004: The 12th Annual KOTESOL International
Conference - A Cornucopia of Treats 22
David D. I. Kim
- Korea of Decades Past: Campus Life in Korea 20 Years Ago 23
Steve Garrigues
- Web Wheres: Getting Direction from Dictionaries 25
Sam Henderson
- Training Notes: Correcting Oral Errors 26
Douglas Margolis
- Word Whys: Where'd *Y'all* Come From? 27
David E. Shaffer
- Writing Right: Teaching Writing Classes 31
Adam Turner

For Your Information

- The English Connection Contributor Guidelines 2
- Contributor's Page 6
- Calendar 33
- Who's Where in KOTESOL 34
- Korea TESOL Membership Information 36
- The Korea TESOL Journal Information for Contributors 38
- Constitution and Bylaws of Korea TESOL 39

The English Connection
June 2004
Volume 8, Issue 2
ISSN: 1598-0456

대한영어교육학회
www.kotesol.org

THE ENGLISH CONNECTION

A quarterly publication of
Korea Teachers of English to
Speakers of Other Languages

Interim Editor-in-Chief

Louisa T. C. Kim (C) 011-9806-5312
Email: kotesol_tec@yahoo.com.

Deputy Editor-in-Chief

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

Column Editors

Dr. Kang Myung-Jai (President's Message)
Email: regina@mail.yeojoo.ac.kr, mjkgang5@hotmail.com

Dr. David Shaffer (Word Whys & Membership Spotlight)

(W) 062-230-6917 (WF) 062-226-4181 (H) 032-501-9153
Email: disin@chosun.ac.kr

Robert Dickey (Professional Development & Calendar)

(W) 054-770-5136
Email: rjdickey@soback.kornet.net, rjdickey@hotmail.com

David McMurray (Pan Asia)

(Tel/Fax) +81-99-262-2285 Japan
Email: mcmurray@int.iuk.ac.jp

Jake Kimball (Young Learners)

(W) 053-782-2330
Email: ilejake@yahoo.com

Adam Turner (Writing Right)

Email: ifli@hotmail.com

Editorial Staff

Demetra Gates Choi (Editor-at-Large)

(W) 032-540-1337
Email: gatesde@inue.ac.kr

Michael Duffy (Editor-at-Large)

(H) 051-248-4080 (Pager) 012-789-4080
Email: duffy@mail.donga.ac.kr

Section Editors

Douglas Margolis (Training Notes)

Email: margolis@hawaii.edu

Kevin Landry (What's Up in KOTESOL)

(C) 016-373-1492 (W) 032-340-3431
Email: klandry2002@yahoo.ca

Production

Design by MediaStation

Advertising by David Shaffer

Printing by Myeongiinsa

ISSN:1598-0456



THE ENGLISH CONNECTION, published four times a year, quarterly, is the official newsletter of Korea Teachers of English to Speakers of Other Languages (KOTESOL), an academic organization, and is distributed free of charge as a service to the members of KOTESOL. Advertising is arranged through Mr. Wonmyong Kim, Email: kotesolop@yahoo.com, or Cellphone: 011-454-9855, Fax: 042-273-0106.

All material contained within *THE ENGLISH CONNECTION* is copyrighted by the individual authors and KOTESOL. Copying without permission of the individual authors and KOTESOL beyond that which is permitted under law is an infringement of both law and ethical principles within the academic community. All copies must identify Korea Teachers of English to Speakers of Other Languages (KOTESOL) and *THE ENGLISH CONNECTION*, as well as the author. The ideas and concepts, however, are presented for public discussion and classroom use. Please write to the editors and individual authors to let them know how useful you find the materials and how you may have adapted them to fit your own teaching style or situation. The articles and opinions contained herein are solely those of the individual authors and do not necessarily reflect the policies of KOTESOL or the opinions of the editors, officers of KOTESOL, or individual members.

PRICE: FREE to members / 2,000 won (US\$2) to non-members

You Deserve a Wonderful Summer Vacation

Dear KOTESOL members,

Summertime is fast approaching as we are nearly at the end of our spring semester. A wonderful summer vacation is ahead of us, waving its warm hands. Before we leave for exciting and amusing vacation trips, now is the right time for us to look back upon what we have done during the first half of 2004, either at the school or company where you teach or work. Wherever you are, you certainly deserve to relax and have fun during the summer break because each of you is part of the dynamics of KOTESOL.



Since I took over the presidency in October 2003, the KOTESOL National Council has held two council meetings, one in December at the KOTESOL Annual Leadership Retreat and the other in April at the Jeolla KOTESOL Conference, at which many pending KOTESOL issues were discussed and the 2004 budgets for National and the international conference were approved.

The KOTESOL body has grown to have nine active chapters across the country with the approval of Jeolla Chapter's reformation into two chapters - North Jeolla and Gwangju-Jeonnam.

Concerning KOTESOL chapter activities, I am proud to report that by the time of printing, four conferences will have been held during the first half of the year, two in April and two in May. These are the Gwangju-Jeonnam/North Jeolla Joint Conference, the Busan Conference, the Seoul National Conference, and the Suwon-Gyeonggi/Gyeonggi English Teachers Association Joint Conference. This was the first year for a conference to be designated a "National" conference and receiving support from National, and it proved to be quite a success. The Busan Conference, held on April 24th, attracted

President's Message

By Myung-Jai Kang

more than 250 attendees and was truly an international conference in that region. The Jeolla Conference, held April 10th, was another economical but effective conference for which our Jeolla members are well known for organizing. Attending all of these conferences has been a joyful and rewarding experience for me both as the president of KOTESOL and as an individual member seeking informative and productive events where professional networking and exchanging ideas regarding ELT with other colleagues and scholars can take place. Regarding the National Council, I am happy to announce that we have filled

all the key positions in the Executive Council with wonderful KOTESOL members. We have Dr. Kyungsook Yeum, Immediate Past President of Seoul Chapter, as our 1st Vice-President and Dr. Robert J. Dickey, Past KOTESOL President (2001-2002), as 2nd Vice-President. In addition to this, Dr. Ju-Kyung Park, Past KOTESOL President (1995-1996), has come back to the Council to take the position of Research Committee Chair, and Dr. Dongil Shin of Sookmyung Women's University has joined the KOTESOL National Council as Publications Committee Chair. Our former Secretary, Kevin Landry (2002-2003), also deserves our recognition for his hard work as acting 2nd VP after the departure of Paul Mead to take up a new position in China. For his outstanding efforts as 2nd VP, Paul has been awarded the KOTESOL President's Award. Kevin is now in charge of KOTESOL membership database maintenance. I am so relieved to have these competent professionals within KOTESOL and hope we will be able to coalesce into an ideal team to work out problems and forge new paths for the continued growth of KOTESOL.

By the time most of you are back from summer relaxation, KOTESOL will already be very busy preparing for our annual big event - the 12th Annual KOTESOL International Conference, to be held on October 9-10 at Sookmyung Women's University. The title of this Conference is *Expanding Horizons: Techniques and Technology in ELT*. I hope many of you have decided to participate by presenting at the Conference to upgrade yourselves as professionals and to feel the joy of presenting in front of colleagues and other professionals in ELT. In order for us to be resourceful teachers, it is a must to participate in conferences where we can share various ideas about teaching and new state-of-the-art methodologies, and build a network with colleagues and distinguished scholars. If you are interested in volunteering your time and expertise to our international conference you are more than welcome. Our Conference Chair, David Kim, will welcome you. Contact him at kdi@yonsei.ac.kr. As for publications, if you wish to have an academic paper published, please submit it to the Korea TESOL Journal. Our Publications Chair, Dr. Dongil Shin, can be reached at shin@sookmyung.ac.kr.

In closing, I sincerely hope that you all have a wonderful and fruitful summer vacation and hope to see many of you at our upcoming KOTESOL events.

Best wishes,

A handwritten signature in cursive script that reads "Myung-Jai Kang".

Myung-Jai Kang
President of KOTESOL

THE ENGLISH CONNECTION

The Contributors



Dr. David E. Shaffer

Chosun University, Gwangju
College of Foreign Languages
English Language Department



Dr. Robert Dickey

Gyeongju University, Gyeongju
School of Foreign Languages & Tourism



Dr. Myung-Jai Kang

Yeojoo Institute of Technology,
Yeojoo
Department of Tourism English



Louisa T. C. Kim

MaxMet Inc., Daejeon



David D. I. Kim

Konkuk University, Seoul
Department of English Language
and Literature



Maria Lisak

Chonnam National University, Gwangju
Language Education Center



Kevin Landry

Kwangju Institute of Science and
Technology, Gwangju
Center for International Students
and Scholars



Jake Kimball

IIE Academy, Daegu

Steve Garrigues

Kyungpook National University, Daegu

Douglas Margolis

University of Hawaii, U.S.A.

Brian Heldenbrand

Jeonju University, Jeonju

Diana Brochu

Hoseo University, Asan

Sam Henderson

JungChul Institute, Waegwan

Dear Readers,

Doesn't time go fast? This year's second *The English Connection* is already upon us and it can only mean one thing - summer holidays are just around the corner! Well, before you all go on your holidays, take time to read your new TEC because dramatic changes are going to be underway very soon and you may miss the old-style publication.

First of all, a brand new Editor-in-Chief has been found... and no... it's not me! Those of you who know the inner workings of KOTESOL well (and who have paid attention to contributors to TEC) may have come across a certain very energetic and discerning gentleman named Jake Kimball. Jake is heavily involved with the organisation inside KOTESOL, from chapter to national level. His posts inside KOTESOL include Daegu Chapter Vice President, Young Learners SIG facilitator, and Nominations and Elections Chair. I am certain that he will make an excellent Editor-in-Chief and that we will be filled with reading treats and delights from now on! So KOTESOL-ers, let's show our support to our new Editor-in-Chief by sending in lots of suggestions, comments and articles to be published!

Editor's Letter

By Louisa Kim

As you may have already noted on the TEC cover and also in a big boxed notice inside, KOTESOL has a new email address. The Executive Council has decided, during the April council meeting, that chollian.net is no longer able to handle all the enquiries (not to mention spam) that KOTESOL collects, thus a new email address has been approved by Dr. Kang, our President. For future communications, please direct them to: kotesol@asia.com

Another change that we have made is our membership form fax number. The new number is 0505-505-0596, which in Korean sounds like 영어 영어-오! 영어-영어교육, and in English, it is "English, English - Oh! English - English Education." It is a very easy-to-remember and amusing number for Korean teachers, and they should have no problem referring to it (and native speakers, too, if you are familiar with Korean).

Phew, things do happen quickly within KOTESOL! Are you keeping up with me on all the changes we have made? Besides changes, I am pleased to let you know that a new Writing SIG column has been added. Adam Turner, our Writing and Editing SIG Facilitator, has kindly agreed to oversee the new column and enlist members from his SIG group to let us know the latest developments in the area of writing. Thank you, Adam! I expect that we will see some inspiring articles from him and his team!

Before I sign off and leave you to enjoy your latest TEC, may I plead with those of you who are in Daejeon and Cheonan to keep the Daejeon-Chungnam Chapter active? I know there are a few KOTESOL members out there living in Daejeon and Cheonan, and I am sure you do not want to be left out without a functioning chapter! The Daejeon-Chungnam Chapter is an important chapter to us in that it was the birthplace of KOTESOL - it's where our roots are! So, if you are interested in helping out, please do not hesitate to contact me now, and I will put you in touch with the relevant people.

Thank you all for your support and help during my 2 issues of TEC - you won't be seeing the last of me yet, as I am still the National Publicity Chair and International Conference Publicity and PR Chair. I have no doubt that I will be seeing a lot of you at the Conference. Until then, have a wonderful summer!

Louisa Kim
Interim Editor-in-Chief
kotesol_tec@yahoo.com

Continued from page 1.

Perhaps it came with Hendrick van Hamel and his crew in 1653, or other sailors washed up against the rocky shores, or perhaps through some of the European and Chinese missionaries. No matter. The Korean government established the Dongmun School in 1883 and hired T.E. Halifax, a telegraph engineer apparently untrained in language teaching, as English teacher. After the first Protestant Christian missionaries arrived in 1885 they established several schools where English was taught. Until the 1960s most of the expatriate English teachers in Korea were missionaries, yet on the other hand, a number of world-class scholars also contributed to the early years of English Education. During the 1920s, a Dr. Scott, at a Canadian mission school in Hamheung, must have been acquainted with the famous Harold Palmer (who was in Japan at that time), or at least must have known of his ground-breaking work. And in the early 1950s, Dr. Fred Lukoff of the University of Washington spent some time in Korea and established a model EFL program at Yonsei University based on the most current theories and research at the time. There was also another effort to support EFL in Korea by a team from the American USIS in the early 1960s headed by Robert Matson. Unfortunately, these developments appear to have made little impact overall in Korea's English education system.

There is a tendency in some of the literature to refer to a "dark era" in English language teaching during the 1910-1945 period. This description is unfortunate, the Japanese colonial administration did more to establish English as an educational subject for the masses than any government before or since. Kwon (1997) indicates that it was during the 1920s that the first training programs for secondary school teachers of English were established. Park (2002) notes that the Japanese colonial administration expelled foreign missionaries in 1937, reduced the amount of English study in middle schools in 1939, and removed English from the entrance exams. Considering the impact of Japanese-derived English in contemporary English dictionaries,

textbooks, and the ubiquitous "Konglish," it is apparent that Japanese-era English, for good or for bad, is a significant feature of Korean English education.

English Boom

The mid-1960s saw the advent of the US Peace Corps and the beginning of the entry into Korean society of hundreds of expatriate English teachers. This was without question a critical turning point in English education in Korea. Though not all were English or foreign language specialists, these "volunteers" brought contemporary language teaching ideas - contemporary being the behaviorist audio-lingual method and focus on spoken language. At this point, nearly every university could have a "native speaker," but lecture-style class sizes over 70 remained common into the mid-1990s. In the 1970s, universities (and large corporations) began hiring native speakers to meet the rising need for English as Korea modernized and industrialized. These foreign professors were accorded privileges similar to those of Korean professors (though never viewed as equals), a status that would erode with the arrival of thousands of native-speaker teachers in the early 1990s, and be swept away when universities began hiring large numbers of expatriate teachers for new university language centers. Duffy (2004) indicates, however, that even as the perquisites of teaching faded in the early 1990s,

universities had built their language laboratories with listening equipment, à la the ALM designs, prior to 1970, by 1980 most schools had language labs for listening and rote repetition (Kwon, 1995), yet were still utilizing variations on the traditional grammar-translation method. Communicative language teaching concepts, particularly the North American model with its "minimal/no grammar" teaching approach, appeared to fit in well as an antidote to the heavy grammar lessons students had received prior to meeting native speakers and allowed untrained teachers to serve more as conversation models than lecturers. This was part of a major shift in "general English" courses at the university level, from a literature, culture, and history of language orientation to a more "practical" orientation (Kwon, 2003a). Things have improved since the mid-1990s, if we are considering how "conversation courses" are fitting into the general scheme of things for English majors in university (see Niederhauser, 1995/6, 1997, for discussions of the problems at that time.)

Many of those who arrived in Korea during the period 1992-1996, such as myself, went to work at the fast-growing *hagwons* [commercial language institutes]. Starting in 1995, many universities began opening large on-campus language learning centers for both matriculated courses, what are often referred to as General

“The mid-1960s saw the advent of the US Peace Corps... a critical turning point in English education in Korea.”

the support mechanisms for teachers, including conferences and ELT books, grew. Society also became more aware of and accepting of foreigners; the "Mr. Monkey" calls to expatriates of the 1980s have mostly vanished (Garrigues, this issue), although children still call "Hello" and run.

Along with these conferences and additional expatriates came newer ideas in teaching. Although a few

English Conversation classes, and off-hours supplemental classes, thereby competing with the commercial institutes for both teachers and students. As time went by, there was a "hagwonization" of university teaching positions (Duffy, 2004), becoming more and more like hagwons in both pay and workload, and many hagwons improved their pay and housing conditions in order to recruit teachers. Selectivity also

declined. Despite the "IMF" economic downturn of 1998-1999, where thousands of teachers left Korea because of currency devaluation, the numbers of visa-holding teachers in Korea have climbed from 5,000 in 1995 to 7,000 in 1997 (Kwon, 2000), to the present time where Korean immigration authorities report over 10,000 expatriate teachers of foreign languages in Korea (How to Absorb Language, 2004). We may observe that while the "master's degree required" regulations for teachers at the college/university level remain, they are seldom enforced any longer, though most universities are, in fact, raising the standards to hire within the English department proper. Note that a similar situation occurred in Japan in the early 1990s.

Concurrent with the arrival of native-speaking teachers of English were important changes in the national curriculums and the learning environment in primary and secondary classrooms. Native-speakers were brought to the primary/secondary classrooms through the government program now known as EPIK and the private Fulbright Assistant Teacher program, both of which are roughly based on the JET program of Japan, though many of the EPIK teachers have now been removed to teacher training centers. Teacher inservice training, particularly with thrust on English communicative skills and awareness of communicative language teaching methods, have been in action since the late 1990s. The 6th and 7th national curriculums broke new ground, each mandating significant changes in how English is learned. Kwon (2000) reports that, from 1982 through 1996, English was an optional subject in the primary schools, but beginning in 1997 it became a mandatory subject from grade three. The 6th national curriculum introduced a functional syllabus, fluency, and communicative competence (Kwon, 2000), and the 7th provided somewhat of a return to explicit grammatical structures alongside the functions. TETE (teaching English through English) also became a buzzword in the 7th curriculum, though the term

continues to be redefined. Despite studies that indicate that teachers are using, and comfortable with TETE (e.g., Kwon, 2003b), my own observations at inservice training programs, discussions with individual teachers, and the comments of other observers, is that to say most teachers are using English would be a grave overstatement. Nevertheless, impressionistic data from university-level classroom teachers is that students are coming in with far better speaking skills and higher confidence, although there seems to have been a decline in reading, writing, and grammar awareness among many students. However, this downturn may be based on the simple fact that more students are attending university than ever before; students who never would have dared apply for university are now being accepted. Kwon (2003c) also indicates that the changing nature of the university entrance exams have had a washback effect on increasing the communicative nature of the high school language learning classroom. (To be concluded in next issue.)

The Author

Rob Dickey teaches at Gyeongju University, where he has been since 1998. He has been a member of KOTESOL since 1995, when he attended his first conference. Since that time he has served as Busan Chapter Vice President, as well as the KOTESOL-national offices of Secretary, 1st Vice President, President, OP Liaison, and Publications Chair. He is now serving as National 2nd Vice President. Email: rjdickey@content-english.org

References

Choe, Y.P. (1997). *English Education in Korea: Past, Present, and Future*. In J. Han, Y. Kim, & J. Park (Eds.), *Communicative English education in Asian context* Seoul: Hankuk Publishing Co.
 Duffy, M. (2004). Korea 10 years ago [Column: Korea of decades past]. *The English Connection*, 8(1), 21.
 Dusthimer, C., & Gillett, R. (1999). The history of ELT in Korea. In G. Crocetti (Ed.), *The KOTESOL Handbook: Teaching English in Korea* (pp. 1-12). Tacoma, WA: The Creative Pen.

Garrigues, S. (2004). Korea 20 years ago [Column: Korea of decades past]. *The English Connection*, 8(2), this issue.
 How to absorb language. (2004, April 15). *JoongAng Daily*, p. S-1, S-2.
 Kwon, O. (1995). A history of English teaching methods and methodology research in Korea. *English Teaching*, 50(2), 107-131.
 Kwon, O. (1997). Korea's English teacher training and retraining: A new history in the making. *English Teaching*, 52(4), 155-183.
 Kwon, O. (2000). Korea's English education policy changes in the 1990s: Innovations to gear the nation for the 21st century. *English Teaching*, 55(1), 47-91.
 Kwon, O. (2003a, October). *Interactive impacts of English testing, teaching, and learning*. Paper presented at the Japan Language Testing Association Conference, Kumamoto, Japan.
 Kwon, O. (2003b, November). *English Teaching and Testing in Korean Universities: Trends and Changes*. Paper presented at the 2003 SEAMEO-RELC Seminar, Singapore.
 Kwon, O. (2003c, November). *Narrowing the gaps between ideals and realities in TEFL*. Paper presented at the Asia TEFL Inaugural Conference, Busan, Korea.
 Niederhauser, J. (1995/6). South Korea's globalization program: What it means for native English speakers [Perspectives]. *TESOL Journal* 5(2) 4-5.
 Niederhauser, J. (1997). Motivating learners at South Korean universities. *English Teaching Forum*, 35(1) Retrieved May 8, 2004, from http://exchanges.state.gov/forum/vols/vol35/no1/p8.htm#special_ret_28
 Park, J. (2002). Introduction and development of English in Korean society, 1883-2002. *An-gwa bakk* [In and Out], 12, 49-65. Retrieved May 4, 2003, from <http://www.sesk.net/innout/files/49-65%B9%DA%C1%BE%BC%BA.hwp>
 Soh, Y-H. (2003). Teaching EAP in Korean universities: A task-based approach. In S. Oak & V.S. Martin (Eds.), *Teaching English to Koreans* (pp. 125-145). Seoul: Hollym. (An earlier version of this was presented at the KOTESOL Seoul National Conference, May 8, 2004.)

In a Backpack Headed for Home

By Brian Heldenbrand

When I am teaching at my best, I am like a book. Let me be more specific because books cover various topics and come in many shapes and sizes. Also, books can be found in many places and can produce many fears for someone who hates to read. What is it about a book that directs the reader to check it out?

There are so many books in a library (and in the world); but before a reader will select a particular book, the topic of that book must be of interest to the reader before he or she will take it off the shelf and look at it. Generally, the topic of a book stands as the primary reason for reading it, and the topics to choose from are endless. Therefore, someone who might never pick up a book at all might glance at it if the topics are of interest or the cover had the right design. Truthfully, our attention as the reader can be easily swayed by humor, color, or by a certain look. Most people would agree that the appearance of a book cover does have some affect on how many copies of a book are purchased or checked out.

Why a book? Well, books speak of various topics and attempt to bring information to the learner. Books speak of facts and information in order to teach us or further develop our understanding. However, not all books are able to "bring learning home" for a student. What books connect well with the learner? There


are some books that contain a vocabulary, which is impossible to understand, while others contain 8-font lettering that force us to squint to see the pages. Who wouldn't get tired of looking at those kinds of books?

There are also books that would be classified by the library as reference books; books that the students can never take home with them. They are only able to look at them within the confines of the library and, even then, for only a limited period of time. Of course, these books have to be kept in the school area because of their value or necessity, but they are rarely, if ever, taken home to be used. These books only serve a purpose at school, but are never treasured by the students.

Which books are given a chance to "mingle" with the student? It would be the library books that can be checked out by the students; books the students choose from the shelves and end up in their backpacks headed for home. These books are of interest to them. Something about the book got their attention and moved them enough to result in a personal experience. In most cases, there is a one-on-one experience that enters the world of a child. It is their world and it has been opened up to allow "the book" entry.

Whenever one of these books affects a child in a worthwhile manner, it is

evident by the response of the student the next week. That particular book left an impression on the learner, and he continues to enter the realm of the story within that book. Although the check-out period for this kind of library book is only about one or two weeks, these few days is enough time for the mind of that child to absorb, create and live out his or her imagination. The story becomes real to the learner. They become involved in finding out the answers. They turn the pages and imagine. They add the color to the story by picking up the brush to add the next stroke of paint to the paper. It becomes their story and when I am that book, I have a front row seat into their world.

As each child enjoys different types of books, a teacher must create the right book specifically for each child to read. The cover needs to be filled with a striking visual that captures their interest while containing vivid illustrations within, which lead the learners to turn the pages when they are ready. By the end of the story, the child has had an unforgettable adventure, while the teacher possesses a clearer picture to better evaluate the mind of the student. Becoming a "book" paves the way for the teacher to enter the learner's world. When I am teaching at my best, I am a meaningful storybook, checked out and going home with the student. 

KOTESOL International Conference Online Registration

Want to be one step ahead of the others, save money and time at the same time?

Then register for the 12th annual KOTESOL International Conference, *Expanding Horizons:*

Techniques and Technology in ELT, online! Commencing on July 1,

the online registration will be open throughout the summer and

ends on September 18, 2004. Let's come and experience one of the best conferences

available on English teaching! Please check the main KOTESOL website

for details: **www.kotesol.org**

A Ball of Energy Rolls into Gwangju

In this issue, our spotlight points southwest to shine upon a ball of energy that has recently rolled into town. This storehouse of energy is named Maria Lisak, and since her arrival in Gwangju, she has divided that energy between Chonnam National University and the Gwangju-Jeonnam Chapter of KOTESOL.

This energy started to accumulate in Michigan City, Indiana, where Maria, the youngest of seven children, was born and raised. (Her parents must have been full of energy also.) She grew up loving sports and hating reading; her mean second-grade is credited for the latter. But Maria has learned to read - ancient Chinese murder mysteries are now a favorite - and much more. Traveling south to New Orleans, she received undergraduate degrees in Philosophy and Economics from Loyola University and stayed on to earn an MBA. She has also obtained an RSA CELTA (Yonsei University) and a computer technology certificate (Purdue University).

The desire to work overseas brought Maria to Korea in 1996. Her first year was spent at Sisa-yongosa in Seoul, and another two-and-a half were spent at Daewoo's Management Development Training Center in Yongin. After that, four years in the U.S. were all she could manage before the urge to return to Korea became too strong to resist. She accepted a position at CNU and made her return in August of 2003.

At Chonnam, Maria teaches in the University's Global English Program for freshman conversation and in the language center's skills program. Every summer she returns to Indiana to teach a graduate course in International Commerce and Policy at Valparaiso University and a pre-MBA program at Purdue University. Maria has also designed and taught pre-MBA programs for Daewoo personnel

entering U.S. universities and has taught at U.S. university language centers. On this side of the Pacific, Maria volunteers help at the Gwangju International Center, lecturing and building their news website. At her University she assists clubs and departments with English editing and voice recordings.

The student learning experience is of great importance to Maria. By establishing rapport with the student, she is able to identify the best learning method for that individual. Maria strongly believes that the English learning experience must include more than just language. Also of importance is the culture of the region where the learner will be using the language and academic proficiency in



the learner's discipline of study. "Students are not vessels to be filled," Maria relates. Her classes are designed to actively encourage students to examine and challenge what they are learning. Individualized learning is her method of choice. Students are encouraged to discover the dynamic process of growth with her.

Maria is relatively new to KOTESOL, joining in September of last year, soon after her arrival in Gwangju, but she has already had a great impact due to her high energy level. Jeolla Chapter was initiating a division into two chapters in the fall, and the southern region was looking for new leaders. Maria stepped up to become head of the organizational committee and was elected President of the Gwangju-Jeonnam Chapter at its inaugural meeting this spring. Even before this,

Maria was busy organizing the joint Jeolla KOTESOL Conference held in April.

Committed to getting more educators involved in KOTESOL, Maria also



sees the need for the Chapter, and other chapters, to reach out to outlying areas to support and connect

them more closely to the trends and events in their field. To this end, she sees the need for a stronger KOTESOL web presence and has volunteered to be part of the National and Conference WebWorks Team, in addition to managing her chapter's website.

Building up, directing, and expending all of this energy requires some downtime. This self-proclaimed "sauna queen" relaxes by spending time in the steam room, doing yoga, and in meditation and prayer. She also loves traveling - 38 countries, and counting. She loves the Caribbean, and has been backpacking through Europe and Russia, in addition to visiting Thailand and China. Japan is in her travel plans for this summer.

The ideal life for Maria would be to work spring and fall semesters, and spend July in Indiana and August in Europe. Winter vacations would cultivate her interest in cultural anthropology through volunteer work around the world, dancing as she goes, with someone to share the time with her.

"A ball of energy" is an understatement when referring to Maria Lisak.



The Spring Blossoms with KOTESOL Conferences

Jeolla Joint Conference Kicks Off the Year

By Maria Lisak

The 2004 Jeolla KOTESOL Regional Conference was held on April 10, 2004, at Chosun University in Gwangju. This year the conference was co-hosted by North Jeolla and Gwangju-Jeonnam Chapters. With little time to plan the event after the re-formation of the former Jeolla Chapter, attendance of 140 EFL professionals and students were able to enrich their educational opportunities by the diversity of the Jeolla's theme: *Gathering the Jeolla Mosaic: Fitting into the EFL Network*. The hardware and much of the planning was provided by the Gwangju-Jeonnam Chapter. North Jeolla provided much of the software: quality presenters and mentoring to the Conference Committee.

Attendance was beefed up by several undergraduate and graduate students of Ingrid Zwaal's. Annually, Ingrid encourages her students from North Jeolla to participate in the Regional Conference. Thanks, Ingrid! What a great turn out!

Registration was well-oiled under the co-supervision of Kasia Auer and Yeon Sung Park, Gwangju-Jeonnam Chapter's Co-Membership Coordinators. In the Opening Ceremony, Sean Coutts, Gwangju-Jeonnam Chapter's Vice President acted as emcee, welcoming everyone to the event with a bit of humor and lots of poise. Dr. Myung-Jai Kang, National KOTESOL President, invited everyone to make joyful acquaintances and helped remind everyone of how important it is to continue KOTESOL support by renewing their membership annually. The Conference Chair, Dr. David Shaffer, offered words of thanks and encouragement to conference committee members, chapter members and visiting attendees. Chapter President's Phil Owen of North Jeolla and Maria Lisak of Gwangju-Jeonnam also welcomed attendees.

Morning presentations included: *Metaphors and Particles: From Linguistic Theory to Classroom Application* by David Shaffer; *Pronunciation Pointers* by Phil Owen; and *Cohesive Devices: Tools to Improve Student Comprehension* by Roxanne Silvaiuk. The Plenary Speaker, Dr Jeong-ryeol (Jay) Kim, gave Jeolla attendees information on "Fitting English language teachers to the recent developments and changes in English education."

Afternoon presenters included: Todd Vercoe, Ingrid Zwaal, Steve Garrigues, Paul Robertson, Adam Lee, Young Im Kim, Dan Sendecki, Andrew Finch, Shawn DeLong, Allison Bill, Nick Ziegler, Steve Fergusson, Joseph Jung, and Vincent Reusch. The presentations covered many aspects of the Jeolla mosaic: adult and child learners, teacher training, theory and practice, culture and legal issues.

The conference concluded by Allison Bill and Maria Lisak, Program Co-Chairs, raffling off prizes of books donated by Oxford University Press and Nexxus Books. Another sponsor, Outback Steakhouse, also donated free steak dinners for their new downtown Gwangju location. In closing, it was amazing to see all of the hard work pay off. Sean Coutts as the Event Coordinator helped Jeolla

subsidize this important regional event by obtaining advertising from local businesses. David Shaffer not only provided mentoring to the new members on the conference committee, but also put in some intense hours communicating and wrapping up critical details. Phil Owen, North Jeolla President, gave words of calm amidst the chaos. Special thanks to the Conference Committee: Publicity Coordinator, William Gaskarth; Program Booklet Editor, Adam Lee; Conference Treasurer, Dean Derkson; Volunteer Coordinators Roxanne Silvaniuk and Eun Jeong Jee; Registration Team members Julie Masankau, Seon Mi Kim, Hye Sun Kim, and YeHwa Kim. A special thanks to our parking lot and campus sentries from Chonnam Middle School. And who could forget Bung Bung Ee directing traffic and acting as a bright orange bit of fun. Michele Elms and Dong Hoon Kim (alias 8-Ball) brought smiles to everyone's faces as they welcomed attendees. The number of members and students that stepped up to volunteer to assist in conference planning as well as on the conference day is a rousing synergy that brought quality presentations to the Jeolla community. It is inspiring to see the devotion of time and energy of the Jeolla mosaic.



Pusan Chapter Conference Makes Big Comeback

By Paul Robertson


Pusan held its first Conference in 4 years on April 24th at Dongseo University. Overall, the day was quite successful - final numbers show that 430 visitors came over the course of the day. We received about 37 e-mails following the Conference congratulating KOTESOL on a good day - (plus one criticizing the registration procedure) and the visiting professors who flew in from Hong Kong said they wish to come back next year and will return with their students next time! Dave Sperling, the lead afternoon speaker, gave a great performance with Internet technology that worked flawlessly. This proved very popular. At one afternoon session, we counted 72 persons attending just one parallel

session - the EFL-Law sessions attracted 84 visitors, and the lead plenary Mr. Marc Helgesen was extremely popular with his presentation on Inner Voice.

The Conference was featured on local PSB-TV in the 7.00 p.m. news and on national news KBS at 9.00 p.m. Six members of the Pusanweb team provided live feed of the plenary sessions and videotaped numerous interviews. Those videotaped are online and can be viewed at <http://www.pusanweb.com> Whilst it is exciting to have cameras and live video feed, some did raise the question that if the live event in fact convinced people to stay home and watch, then it's value may be counter-productive to the goals of the

conference - namely getting people there and to become members. That will be discussed further.

The KOTESOL pens supplied by Louisa Kim (National Publicity Chair) were a great success. Along with CDs and books, we gave these away to visitors - this was an excellent move to promote KOTESOL.

It is worth noting that at the end of the day, we had signed up 16 new members. A further 12 members from the hosting University who attended at the conference have also since signed to be members. Thus we can proudly say that the Conference gave us 28 new members. 

Seoul National Conference: A Successful Event by All Standards

By Tory S. Thorkeelson

The theme was "Challenges: Incorporating New Ideas in EFL Teaching" and the site was Sookmyung University's Gemma Hall on the 2nd Founding Campus. With the help of the 24 presenters, the 2 plenary speakers, over 60 volunteers, the Seoul Chapter Executive, and 150 paid attendees, the Seoul National Conference was indeed a conference to remember.

Yasakuta Yano's plenary began the day with an excellent presentation about the movement towards the creation of English as an International Language, or EIL, which is neither Anglicized nor Americanized, but rather linguistically regular, culturally neutral, and much more acceptable as a universal means of communication. According to him, "Speakers of English as a foreign language can help develop internationally acceptable standard English, or English as an international language, which is a loose league of local standard varieties of English with mutual intelligibility,


comprehensibility and interpretability."

The afternoon plenary session was given by Robert Dickey, past president of KOTESOL. Dr. Dickey spoke on the past, present, and future of KOTESOL in Korea. This session presented much information of value to bathe the newcomer to Korea and the veteran educator. (See feature article in this issue.)

A number of sessions followed with topics ranging from Business English to Reflective Teaching, Teaching Pronunciation, to Culture in the Classroom, and English through Music and using Literature to engage and motivate students so that there was something for everyone. With 8 publishers offering books on display and a total of 4 commercial presentations by publishers like Macmillan and Oxford, it was hard to choose what to see when. As one presenter said, the small rooms with an average of 11 attendees helped

contribute to the active and meaningful exchange of ideas between presenters and workshop participants.

As usual, the day ended with a raffle of prizes donated by the publishers. Thanks to our commercial partners. For those who attended the raffle, there were many great prizes to win, including dictionaries on CD-ROM, complete book sets, and even some National Geographic magazine sets. All in all, it was a great day for everyone.

We look forward to another great event next year with what we are currently calling the "Seoul SIG Days: SIGs, KOTESOL and You." Check out our website at www.kotesol.org/seoul for further information about the conference or upcoming events. Also, we will be putting some conference photos up in the near future so feel free to browse through them - especially if you were there! 

Mismatches in Teaching and Learning Styles Between NESTs and Korean University Students

EFL Learners

By Diana Brochu

Differing cultural and contextually dependent beliefs and assumptions affect teachers' pedagogical approaches and students' learning approaches. EFL freshmen, from four different universities, completed a survey examining student learning styles and preferences as well as perceptions of instructional techniques used by native English speaking teachers (NESTs). The questionnaire was translated into Korean, validated, and administered by Korean-speaking English teachers. Because the questionnaire referred to the students' NESTs and conversational English class, the questionnaire was administered by a Korean teacher to reduce face-saving issues for both the NESTs and Korean students. Sixty-two NESTs who teach EFL in Korean universities completed the English version of the

questionnaire. Data collected was analysed to determine whether there was a match between teaching methods and students' perceptions of usefulness. The following is a summary of some of the salient points produced by this research.

NESTs with a diploma or degree in teaching English as a second or foreign language (TESOL) have studied different methods of teaching languages. Communicative language teaching and task-based learning have been the methods in vogue since 'about 1972' (Duffy 2002: 13). These EFL methodologies are not always embraced by Korean students who have generally had 'at least six years of English classes ... [where] many Korean middle and high school teachers still favour the grammar-translation method' (Niederhauser

1997: 8). Additionally, many 'teachers ... have little knowledge of learning styles' (Reid 1987: 91, italics inserted).

Martinelli (1998: 127) notes that 'in practically all universities in Korea, all first-year undergraduate students are required to take at least a year of English language. This is regardless of their major or intended field of study'. Due to their previous EFL experience, these students may not understand the reasons for the different teaching strategies and activities that NESTs use. Hence they may feel that these activities are unhelpful as they attempt to learn conversational English. Lacking training in a variety of language learning strategies, they may find the foreign teacher's "foreign" methods do not correspond with their expectations.

Helpful Activities for EFL Conversation Students

One question asked respondents to rank the activities most helpful in learning EFL conversation. Two of the top three items chosen by teachers are Grammar-Translation Method (GTM) exercises, whereas all of the top three items chosen by students are from Communicative Language Teaching (CLT). Students ranked a GTM as fifth choice, and that one is 'do translation exercises'. Teachers ranked 'have students work individually on activity sheets', as second despite the fact that they are responding to the question in regards to conversation classes, while students ranked this item last. With only the top five choices of each group indicated in Table 1, an indication of mismatches between teachers' and students' attitudes are apparent.

Table 1
Helpful Activities

	Teachers	Students
Have students do free talking activities with the teacher, other students, visitors, etc.	7	5
Have students do information gap exercises.	1	4
Have students do role-plays.	1	9
Have students do translation exercises.	3	5
Have students move around the class asking different students questions.	6	4
Have students practice dialogues.	2	2
Have students work individually on activity sheets.	3	16

Other Helpful Activities for EFL Students

Respondents were asked to note other activities helpful for EFL conversation students. Table 2 shows the top five responses, ranked as percentages, clearly indicating differences between

the two groups. Eighteen percent of teachers thought writing and giving presentations was most helpful, while only 4% of students thought this helpful. The largest group of students, 19%, believed one-on-one conversation with a native English speaker was most helpful whereas only 3% of the teachers indicated this.

Eight percent of teachers, the second largest group, indicated that listening comprehension with tapes was helpful; a comparable 10% of students

The teachers, on the other hand, did not mention immersion, probably because it is impossible in Korea. Twenty percent of teachers valued

Least Helpful Activities for EFL Conversation Acquisition

Respondents ranked activities considered least helpful for students. Table 4 shows the top five results from each group. This question produced the greatest disparity between teacher and student responses as both groups indicated totally different ideas of what is not helpful for Korean students' EFL studies. For example, teachers ranked as 1 the item students ranked 16: "have students practice dialogues".

Table 2
Other Helpful Activities

Teachers' Responses	Percent
Presentations	12.24
Listening comprehension exercises with tapes	8.16
Studying language in context	7.14
Engaging in discussions, debating	6.12
Writing dialogues, plays and presenting them	6.12

Students' Responses	Percent
1:1 conversation with a native English speaker	19.01
Watching movies, VCR, TV	15.29
Listening to and singing pop songs; the radio	13.64
Immersion (speaking English all the time)	11.16
Repetition of speaking and listening exercises	11.16

agreed. However, while 15% of students cited watching movies and TV as helpful, teachers did not write either of these as responses.

Additionally, 13% of the students thought listening to pop songs was helpful, but only 4% of teachers thought this beneficial. Regardless, 7% of teachers wrote that they use songs in response to a further question about supplementary activities.

free talking exercises and another 20% cited group discussions or activities, totalling 40% who indicated that some kind of actual speaking practice is most beneficial to their students. Twelve per cent suggested role-plays were most beneficial; however, students do not even mention this activity.

'Students move around the class asking different students questions' was ranked fifth by students and fifteenth by teachers; however, in response to a question on supplementary activities, teachers wrote that they frequently employ 'mingling' activities. Students indicated in previous questions that they dislike interactive speaking practice, but they may feel less threatened by practising interactive strategies with each other. Nonetheless, because of cultural biases, they may not see the benefits of peer practice, and therefore still ranked it as relatively unhelpful. Perhaps teachers do not explain well the reasons for interactive activities, thus potentially limiting their benefits

Single Activity Most Highly Valued

Respondents were asked to note the single most important activity for improving EFL conversation abilities. Table 3 shows the top five responses from each group, ranked by percentages.

As shown, 22% of students felt that immersion and studying abroad were the most helpful in learning English. Thirty-four percent found memorisation of words and simple sentences, and repetition exercises most helpful. Only 12% cited conversation practice, but they hedge this by including 'through listening to tapes'.

Table 3
Most Highly Valued Activity

Teachers' Responses	Percent
Free talking	19.61
Group discussion, activities	19.61
Role-plays	11.76
Enthusiasm	9.8
Practice speaking, pronunciation	7.84

Students' Responses	Percent
Speak English all the time (immersion and study abroad)	22.06
Memorisation of words or simple sentences	18.38
Repetition (listen-speak-write-read)	15.44
Conversation practice through listening to tapes	12.5
Only listen all the time (only!!!)	10.29

to students. This is supported by Niederhauser (1997:127), who writes teachers “should not assume that students accustomed to teacher-centred classrooms will automatically understand the reasoning behind pair work or other group activities designed to create an interactive learning environment. Students who have been taught to view language

activities as effective in reducing performance anxiety and increasing learner confidence and speaking time, some Korean students may not believe them to be useful.

Other Unhelpful Activities

Respondents noted other activities they find unhelpful for EFL conversation students. Table 5 shows

reading was not helpful. This is reflected in Park's (1995: 61) data where “as many as 61% of these students strongly disagreed or disagreed with the item that the most important part of learning English is learning the grammar”. Perhaps, despite their many years of hard work in EFL study, they find their English proficiency still low, and thus reject the importance of learning grammar to learn English.

Table 4
Unhelpful Activities

	Teachers	Students
Have students display recognition of language forms, vocabulary, information, etc., without producing language as response.	8	2
Have students do free-talking activities with the teacher, other students, visitors, etc.	7	1
Have students do information-gap exercises.	2	13
Have students do translation exercises.	16	4
Have students do vocabulary-building exercises.	5	11
Have students move around the class asking different students questions.	15	5
Have students practice dialogues.	1	16
Have students read about or listen to grammatical explanations.	10	3
Have students work in pairs or small groups on activity sheets.	3	8
Have students work individually on activity sheets.	4	7

The single largest percentage of teachers, over 16%, indicated that 'listening to a lecture' was the least helpful for their students. This agrees with the CLT theory that teacher talk should be kept to a minimum; however, students do not mention this item. Instead, the second largest group of students (24%) cited inefficient use of time or materials, or the teaching of 'non-practical' information, as unhelpful in their English studies.

Summary

An examination of the data from these five questions reveals several discrepancies between what NESTs and Korean students find helpful in EFL conversation studies. Generally, there is disagreement about what kinds of exercises and activities are helpful, with teachers favouring speaking practice while students tend to favour repetitive practice.

teachers as authorities on correct usage may question the value of working with fellow students.”

the top five responses from each group ranked by percentages.

Although NESTs may view pair

Seven percent of teachers and 50% of students felt studying grammar and

Table 5
Other unhelpful activities

Teachers' Responses	Percent
Listening to lecture	16.36
Choral repetition	12.73
Watching TV, VCR, movies, etc.	9.09
Pattern drills	9.09
Grammar exercises	7.27

Students' Responses	Percent
Studying grammar and reading	50
Teacher has inefficient class (dictatorship, teaches useless information or items)	24.29
Other	11.43
Memorising words	10
Choral reading	4.29

Students appeared to prefer a CLT approach to the GTM they experienced throughout their English language schooling in secondary school. NESTs in this study indicated they use a fairly even balance of language teaching approaches and do not favour CLT exclusively. A need for better communication between NESTs and their students about the reasons behind different activities such as interactive language practice, as well as a need for students to be taught different learning strategies, is apparent.

Implications

The above data presents a need for consideration by present or future NESTs who teach university EFL in

Korea. Although large general differences exist in perceptions of useful teaching approaches between the two groups, perhaps based on different cultural backgrounds, there are similarities that can be exploited to improve learning experiences for students. Although NESTs realise most Korean university students are studying EFL for instrumental reasons, they might not understand the influence this has on the learners' motivation and attitude. Previous research has shown that integratively motivated students are more successful. Since most students in this analysis were studying EFL for possible employment or to fulfil university requirements, they may be less successful than those studying English out of personal desire. NESTs should note this situation and try to engage students through the use of practical English that will benefit them in their daily lives and provide interesting activities to promote personal interest.

Finally, the data indicates a need for NESTs to be more aware of and know more about language learning techniques, and to teach them to

students. By participating in EFL education training programmes, conferences, and meetings, NESTs can expand their understanding of these concepts and abilities in order to share them with their students.

Conclusion

As the questionnaire results are self-reported at one time, more similar research is needed to validate the results. However, this preliminary survey should be considered by NESTs in Korea as they prepare lesson plans and activities. NESTs can facilitate learning for Korean students by including activities from various learning approaches in daily lesson plans and by utilising a balance of language teaching approaches. Additionally, sensitivity to beliefs and learning styles of students, education in language learning techniques, and a concentration on practical language-use abilities would greatly assist in the language instruction exchange.

The Author

Diane Brochu has been an ESL/EFL teacher for over 10 years in Canada and Korea, with the last five years at Hoseo University in Asan. She has a

B.A. in TESL from Laval University in Canada and an M.A. in TESL/TEFL from Birmingham University in England.

References

- Duffy, M. (2002). 'KOTESOL Comes of Age'. In *The English Connection*, 6 (6): pp. 13.
- Niederhauser, J. (1997). 'Motivating Learners at South Korean Universities'. In *Forum Online: A Journal for the Teacher of English*, Vol. 35 (1). <http://exchanges.state.gov/forum/vols/vol35/no1/p8.htm>
- Reid, J. (1987). 'The Learning Style Preferences of ESL Students'. In *TESOL Quarterly*, Vol. 21(1): pp. 87-110.
- Martinelli, J. (1998). 'Pan-Asia Cultural Comparison Curriculum Proposal'. In *Proceedings of the 1997 Korea TESOL Conference*, January 1998.
- Park, G. (1995). *Language Learning Strategies and Beliefs About Language Learning of University Students Learning English in Korea*. Unpublished Ph.D. Dissertation: The University of Texas at Austin, U.S.A. 🌐

KOTESOL Contacts Change

The **Korea TESOL Email Address** has changed to:

kotesol@asia.com

Please direct all general inquiries to this address.

The **Membership Form Fax Number** has changed to:

0505-505-0596

(영어영어-오! 영어-영어교육)

In English, this Korean mnemonic is:
"English, English - Oh! English - English Education."

More than Degrees

Professional Development, or Continuing Professional Development (CPD) as it is sometimes called, can include many concepts in addition to educational degrees and certificates. While there are those who believe that a master's degree in Teaching English to Speakers of Other Languages (MATESOL) or similar, or a doctorate in English Education or Applied Linguistics/Second Language Acquisition is the definitive qualification for teaching English, there are numerous other options available. Another perspective is that traditional research studies are fundamental to professional development, regardless of initial qualification. Classroom studies, practicum, training, readings, discussions, conferences, memberships, and more, also may be included in a list of professional development activities.

The British Institute of English Language Teaching (BIELT, www.bielt.org) attempted to formalize accreditation of a broad perspective to professional development. While the organization itself has become remarkably silent, their compilation of professional development activities is still a useful guide. We should recognize, however, that while this is an approach many teachers and teacher trainers would endorse, more traditional minds may see things differently - which is to say employers in Korea may not necessarily think you deserve a pay raise based on your involvement in the type of activities that follow!

Research has many definitions (see my commentary in the KATE Newsletter, June 2001), which may or may not require formal "publishing" in a journal or speaking before a conference. Some say Action Research may include such things as reflective practice or evaluating the performance of teachers (yourself or others). Teaching diaries, too, may be a form of research. The TESOL

Research Agenda (TESOL Inc., 2000) states that research "should embrace epistemological flexibility and inclusiveness." A review essay in the PAC Journal (Dickey, 2001) discusses the varying perspectives of three major research guidebooks by Anne Burns, Donald Freeman, and Michael Wallace: there is no unified opinion on this topic.

Workshops and conferences, both as attendee and as presenter, are often cited as forms of continuing professional development. When you participate in a conference session, you become aware of other approaches to problems you, too, face, and chats outside the workshops can be no less enlightening. In-house training programs, KOTESOL chapter meetings, and semi-organized staff-room discussions produce the same level of mental activity. The BIELT worksheets go so far as to argue that those who coordinate such programs should also get credit for professional development, not just for their dedication to their fellows (which, after all, ought to be worth something!) but because that process gets the mental juices flowing much like considering an upcoming meal can start the mouth watering.

Courses of study are an obvious form of CPD, but also, not so obvious. While "recognized" certificates and diplomas in ELT are increasingly available in Asia, more choices are out there. A one-day, six-hour workshop certificate may or may not be equivalent to 1/20th of a 120-hour course with practicum. Then too, courses in topics only peripherally related to ELT can be counted, such as computers or other technologies, literature, public speaking, or even personal wellness such as yoga (after all, one doesn't usually teach well when one is sick, physically or spiritually). The role of personal development within CPD is somewhat controversial, of course, and it shouldn't be the main focus of a

teacher's continuing professional development, but it can surely be one aspect of a total teacher development program. There is also the advantage of returning to the role of "learner" to give us a freshened perspective on what and how we teach. Distance studies add another issue to be considered - level of contact with other learners.

Professional Development

By Robert J. Dickey

Visitations and "shadowing" are another aspect, where teachers see firsthand how others are addressing issues in language education. We needn't limit ourselves to the teaching of English: teachers of other languages, and indeed, teachers of other topic areas, face many of the same issues, and may have developed responses far outside current ELT thinking. Shadowing a student, too, can be quite illuminating, as our students today do not face the same issues we did those years ago.

Reading is often a recommendation of language teachers for their learners, yet how often do we read ourselves? As with classroom studies, ELT is not the only topic on the table; general issues in education, technology, personal development, and even reading for pleasure all can contribute to our growth as teachers. Subscription to, or regular library visits for, major ELT journals is an obvious recommendation. The Modern Language Journal is an excellent (SSCI-rated) journal of fairly broad coverage, though it can be somewhat difficult to locate in Korea. ELT Journal is more classroom-focussed, with shorter articles; the most recent issues are freely available on the web. Lots of teachers' magazines and newsletters are freely

available on the web (e.g., www.eltnews.com and www.developingteachers.com), this might also be an opportunity for you to make use of your readings by writing book reviews.

Writing materials is an oft-overlooked aspect of professional development as well, too often dismissed as a money-making scheme rather than an educational process. Perhaps there are "hacks" out there that have created lots of materials, and developing new is nothing more than mindless recycling, but for most of us, there is a great deal of thought going into each page. Questions such as "will my learners react well to this" and "will they learn from this" are critical aspects of teaching, whether creating a single lesson, or a book series. This is distinct from the regular lesson-planning that all good teachers should do (even if not written).

Memberships is perhaps the most

controversial of all professional development activities. Merely paying dues (and in some cases, no dues assessment) is hardly the type of mental processes we have been discussing. On the other hand, members typically receive various notices and materials which will cause the reader to at least consider issues. I would like to suggest that we professionals maintain active memberships in at least three different types of ELT organizations: an international such as TESOL Inc. (www.tesol.org), IATEFL (www.iatefl.org), or Asia TEFL (www.asiatefl.org), one or more "national" organizations such as Korea TESOL (www.kotesol.org), Korean Association of Teachers of English (www.kate.org), or Pan-Korea English Teachers' Association (<http://www.pketa.org>), and one or more local or specialty organizations such as your KOTESOL chapter or a Special Interest Group (SIG, such as KOTESOL's Young Learner's SIG). Membership implies collegiality, and

here we can also consider the remarks in my first column (Dickey, Feb, 2004), association with our peers is a critical aspect of continuing professional development: our own, and assisting that of our colleagues.

References

- Dickey, R.J. (2001). Perspectives on Action Research [Review Essay]. *PAC Journal*, 1(1), 175-183. Retrieved May 15, 2004, from <http://www.pac-teach.pac-teach.org/jrnl-v1/pacj1-M.pdf>
- Dickey, R.J. (June, 2001). Is it research? *KATE Newsletter*, pp. 6-8. Retrieved May 15, 2004, from http://www.kate.or.kr/main/forum/2001_25_2.doc
- Dickey, R.J. (Feb. 2004). A is for Association. *The English Connection*, 8(1), p. 20.
- TESOL Inc. (2000). *TESOL Research Agenda*, June 2000. Alexandria, VA: TESOL Inc. Retrieved March 20, 2001, from <http://www.tesol.org/assoc/bd/0006researchagenda01.html>

Announcing the Christian Teacher SIG

- * Are you a Christian educator?
- * Are you interested in building a network with other Christian educators?
- * Are you interested in issues that affect you and your Christian faith and how you can witness within the legal parameters of the Korean educational environment?

If your answer is "yes" to any of the above questions, then you are invited to get involved. Contact Patrick M. Guilfoyle by email at patrickguilfoyle@yahoo.ca or call 051-246-2337 We are especially in need of a webmaster to help create a homepage for our newly formed special interest group.

Inter-chapter Networking Abounds at Chapter Representatives' Meeting

By David E. Shaffer

With the chill of winter still lingering in the air on the radiant early spring morning of March 20th, Korea TESOL broke out of hibernation to begin its major activities for the new year. On this Saturday morning, chapter leaders from throughout Korea gathered at centrally located Hyecheon College in Daejeon to both share their chapter experiences and learn from the experiences of others.

The Chapter Representatives Meeting began with an informal get-to-know-you session among the representatives arriving from six of our KOTESOL chapters: Busan-Gyeongnam, Cheongju, Daegu-Gyeongbuk, Gwangju-Jeonnam, North Jeolla, and Suwon-Gyeonggi. Each of these chapters sent one representative, except Cheongju Chapter, which sent four, and Gwangju, which sent three. Also in attendance, in National Council capacities, were Kevin Landry, organizer and facilitator of the meeting as Acting 2nd Vice-President, President Myung-Jai Kang, and Treasurer David Shaffer. Topics centered on at the meeting included chapter meetings, membership, websites, presentations, and dealing with conflict

The first session of the day was on types of meetings and was lead by Sean Coutts, the newly elected VP of the newly formed Gwangju-Jeonnam Chapter. He described the different possible types of meetings, meeting goals, and the meeting process. The group then broke out into smaller groups to discuss what their chapter's meeting goals were, what their meeting format was, and whether this worked well for the chapter. It was found that some chapters had no business meeting, others had a short one each month, and one had quarterly business meetings. While most chapters have a single one-hour presentation at each meeting, North Jeolla has two, with a snack time for networking in between. The consensus was that a business meeting can be useful to give the members a sense of belonging and to keep them informed but that it should be brief.

Maureen Parker, the new President of Cheongju Chapter, lead the next session on membership. The discussion

revealed that chapters differ greatly in membership. Suwon Chapter, for example, is comprised mainly of secondary school teachers and college English majors. Daegu Chapter includes many professors and Korean secondary school teachers. And others contain a majority of expatriate English teachers.

In addition to chapter composition, membership recruitment and sustainment were discussed. Busan Chapter provided a good example of what works. Todd Vercoe reported that they have increased active membership from about ten late last year to more than forty at the time of the meeting. To accomplish this, the best recruitment method proved to be speaking to individuals in person. It was also pointed out that secondary school teachers comprise a very large group of English teachers in Korea but a relatively small portion of our membership. To increase membership from this group, it was agreed that KOTESOL should raise its profile by getting out information about our organization to them. Keeping new members was also mentioned as a chapter problem. It was revealed that a part of this problem is due to information on new members who sign up directly with National not getting back to the chapter level promptly and a lag in database updating.

The session on chapter webpages was lead by Maria Lisak, Gwangju Chapter President. She reported that the main problem facing chapters concerning their webpages is sustainability. It is hard to find and keep skilled chapter member volunteers to maintain the webpages; consequently, pages are frequently out of date. Also discussed was the need for a certain amount of consistency among the various chapters' webpages and those of National, which are all on the same website. Alongside this consistency, however, enough flexibility must be given to allow chapters to meet their individual needs.

After a short lunch break, Scott Miles of Suwon Chapter presented on some of the problems that may be faced with chapter presentations. These included 1) the presentation not being of practical use to the audience, 2) there being no

interaction between speaker and audience, and 3) lack of speaker presentation skills and preparation. To overcome these potential problems, it was suggested that chapters make it clear to their presenters, well in advance, what type of presentation they would like and that information on chapter presenters be pooled for the various chapters to make use of in scheduling presenters. Kevin Landry noted that this is one of the functions that could be handled by the soon-to-be formed National Program Committee, composed of Chapter Vice Presidents and chaired by the National 2nd VP.

Jake Kimball, Daegu Chapter VP, led the last session of the day, on resolving conflict. Jake delineated the major causes of conflict - in general and within a chapter: 1) expectations and roles not being communicated early, 2) focusing on the person rather than on the problem, 3) avoiding the problem rather than focusing on what can be done, 4) laying blame rather than being objective, 5) not asking for member suggestions and involvement, 6) problems being presented in general terms rather than being specific, 7) avoiding discussion on the problem rather than seeking and providing input, 8) not taking responsibility when it is necessary, and 9) not taking cultural differences into consideration when appropriate. Breakout groups were then formed and charged with the task of finding the best wording to use in resolving these different causes of conflict. The session was capped off with Maria Lisak and Todd Vercoe being asked to give an impromptu demonstration of conflict and its resolution, which they did quite adeptly and amusingly.

The meeting ended at about 4:30 in the afternoon with President Kang thanking all the participants for their contributions to making the meeting a success. It was the general consensus of the group that the meeting was beneficial to all in understanding chapter problems, in providing possible solutions to them, and in general practices that really work in growing a chapter of KOTESOL.



Classroom Routines for Young Learners

Have you ever found yourself dealing with a seemingly endless barrage of native language, distracting behavior, or a lack of student interest rather than rapt attention, focused group work, and appropriate participation in games and activities? The difference between the two scenarios is not just luck.

Establishing effective and consistent classroom routines is one way to micromanage success with young learners. What is needed is careful planning, implementation, and enforcement of an appropriate behavior management plan. At the heart of behavior are parameters for behavior, procedures for following the lesson, and prompts for understanding what to do in order to follow instructions.

Parameters: All children need appropriate rules. Unlike adults, young children are in the process of developing classroom 'frame-theory' (general background knowledge specific to context or situation). Consequently, it is unfair to hold students responsible for expected behavior that has not yet been learned or has been poorly modeled. It is largely the teacher's responsibility to develop a system of rules that eventually become a "classroom script" (which is more detailed and sequential than a frame).

Three helpful words to keep in mind when setting rules are: simple, positive, and familiar. Simplicity of language is very important in light of children's developmental and linguistic limitations. Accompanying gestures or body language may serve as a comprehension crutch. Also, positive is better than negative. Instead of "Don't run," say "Walk, please."

Review simple class rules with students every day. When they see rules are important and worthy of review, they will pay more attention to them. Repetition need not be onerous or boring. In fact, "children do not tire of practicing a repetitive and rhythmic text several times a day, many days a week" (Peck, 2001).

Creative teachers set their rules to music, turn them into chants, or design contests. Students enjoy variety and creativity.

Finally, the key to making such simple rules work lies in their consistent reinforcement (Zeigler, 2002). Especially within an EFL environment, younger students may not have begun to grasp rules until they have noticed their enforcement. Instituting a reward system based on positive reinforcement not only enforces the rules but also helps students understand their meaning. To this end, young learners are often quite taken with simple things such as a smiley face next to their name on the board displayed for all to see.



Procedures: Once you have established an appropriate range of behavior, the next step is finding a way to guide students through your lesson. Write your agenda on the board. As you progress through the lesson, check off finished activities one-by-one. This approach helps assure that students understand what is happening in the classroom at all times. A sample agenda might look like this: 1. Attendance 2. Class Rules, Song 3. Date 4. Homework Check 5. Lesson 6. New Homework 7. Recess Along with a checkmark, you may want to use a clap, chant, or song between activities. A special signal involving physical activity such as clapping or standing has the added benefit of breaking up the lesson for young children who tend to focus their attention in short, seven- to ten-minute blocks of time (Peck, 2001).

Prompts: Clear and simple requests from the teacher's perspective may sound like a stream of incomprehensible noise to our students. The teacher says, "Open your books to page 82." Students hear, "Blah, blah, blah." Repeating

requests, while modeling, is quite helpful. Train students to answer your questions, too. When you have a chorus of answers, you know you are ready to continue.

The most important element of any signal is consistency. Once your meaning is clear, use exactly the same phrase or gesture every time so students understand exactly what is being asked of them. Clear directions help students to follow lessons and allow them to focus on learning.

There is one caveat about routines worth mentioning. Relying on them for too long can impede progress. Once students are comfortable with a routine, teachers can extend their learners' repertoire of routines by using more complicated language. This gradually complex input will eventually facilitate and promote language growth, hopefully, without frustration.

Children perform best when they feel safe, confident, and rewarded. Establishing the framework for appropriate behavior in your classroom, communicating with students about the activities of the day and making sure that students follow the lesson are the best ways to make sure their emotional concerns can be put aside and their language acquisition skills set to full throttle. The more students learn, the more they want to learn. Making your classroom conducive to learning reinforces this positive cycle for both students and teachers.

References

- Brown, H.D., (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York: Addison Wesley Longman.
- Peck, S. (2001). Developing Children's Listening and Speaking in ESL. In M. Celce-Murcia (ed.), *Teaching English as a Second or Foreign Language*. (3rd ed.), pp. 139-149. Boston: Heinle & Heinle.
- Zeiger, J. (2002). *Behavior Management Tips*. Retrieved October 29, 2003, from <http://teachers.net/gazette/FEB02/zeiger.html>

The 12th Annual KOTESOL International Conference: A Cornucopia of Treats

"**Expanding Horizons: Techniques and Technology in ELT**" is the theme of the 12th KOTESOL International Conference. The event promises to be yet another successful production. It is scheduled for the weekend of October 9th and 10th (Sat. & Sun.) at the newly built campus of Sookmyung Women's University (<http://www.sookmyung.ac.kr/campustour/index.html>).

The first treat is a wonderful group of plenary/featured speakers slated to speak at this year's conference. First on the list is **Dr. Paul Nation**, Professor in Applied Linguistics at Victoria University of Wellington, New Zealand. Dr. Nation is currently conducting research into a computerized test of vocabulary size. His books include "Teaching and Learning Vocabulary" and "Learning Vocabulary in Another Language." **Dr. Joy M. Reid** is a professor of English at the University of Wyoming, where she teaches writing, linguistics, and ESL methods and coordinates the ESL support program. She is known for her writing textbooks, e.g., "The Process of Composition" but she has also conducted extensive studies in Learning Styles, a topic she will be presenting on at the conference. We are also expecting **Dr. Kathleen Graves**, graduate faculty member at the School for International Training (SIT) in Vermont. At SIT, she teaches courses in curriculum design, methodology, and linguistics. She is author/editor of several books on curriculum design, "Teachers as Course Developers" and "Designing Language Courses: A Guide for Teachers," as well as the new "TESOL Curriculum Development" series. **Dr. Frank Otto**, former professor of Linguistics at Brigham Young University, and charter/founding member of TESOL and NABE (National Association of Bilingual Educators) will also be coming to speak. He is founder of CALI (Computer-Assisted Learning and Instruction) and ELLIS (English Language Learning and Instruction System, Inc), organizations developing interactive multimedia courseware.

From Korea, we are expecting **Lee Boyoung**, of several famed FM radio

programs such as "Pops English" and TV programs such as "How Do You Do?" and "EBS-English Conversation." She is also a columnist and writer for the Korea Herald and Kookmin Ilbo newspapers, and "English for Success" magazine. She is CEO of Eboyoung Academy and eBy0579 website



(formerly feelingenglish) and lectures at Ewha Women's University. British columnist **Michael Breen** will provide an insightful, candid, and at times controversial talk about Korea and Koreans from an expatriate perspective, based on 15+ years of personal experiences in Korea. He is author of two widely read books, "The Koreans: Who They Are, What They Want, Where Their Future Lies" and "Kim Jong-Il: North Korea's Dear Leader."

Coming from just across the Korea Strait is **Dr. Kensaku Yoshida**, a professor in the Department of English Language and Studies, Sophia University, Japan. From the perspective of an Asian language educator, Dr. Yoshida has given many insightful talks and has written a large number of articles concerning ELT in Asia, such as "Fish Bowl, Open Seas and the Teaching of English in Japan" (<http://www.mii.edu/docs/langpolicy/ch13.pdf> - Monterey Institute of International Studies), reflecting his areas of research interests: TEFL/TESL, applied linguistics, bilingualism, and bilingual education.

Other treats are the over 100 quality presentations we are expecting, covering a plethora of English language teaching and learning issues from the more practical to the theoretical aspects of teaching/learning reading, writing, speaking, listening, and pronunciation. Presentations will target the various educational levels - elementary, secondary, university, and adult - as well

as being concerned with research, methodology, classroom contents, intercultural instruction, assessment, among others, and include a variety of "quicky" lesson plans, and workshops and discussions concerning cultural issues.

Additional treats at the conference will be performances by the **Hyun-Jang Performance Group** (www.realmadang.com), a Korean dance troupe, who had performed at last year's conference. The **Employment Center**, will be open for business to provide "match-making" services to "unite" that perfect employee with that perfect employer. Teachers will be able to drop off their resume and be interviewed at the conference. (Direct Employment Center-related inquiries to Dr. Peter Nelson at peterprofessor@hotmail.com.) As usual there will be a platoon of **publishers** to help conference-goers find that perfect textbook/workbook, as well as provide an opportunity to consult with the publisher representatives about the material available on the ELT market. A number of KOTESOL SIGs (**Special Interest Groups**, e.g., Teacher Development, Young Learners, Writing, CALL, and Research) and **KOTESOL Chapters** will also be represented at the conference, providing workshops, panel discussions, and other events of interest.

One more treat from this year's conference is reduced conference fees for KOTESOL members. Pre-registration for KOTESOL members is W15,000, and for non-members W45,000. Onsite or "on-conference-day" registration is W25,000 for KOTESOL members and W55,000 for non-members. Non-members can save W30,000 on the conference fee by joining KOTESOL. For further information concerning KOTESOL membership visit www.kotesol.org/membership.

More information is available on the conference website. It is being constantly updated with the latest news and is located at www.kotesol.org, following the "conference" links.

We hope you can join us for this exciting event.



Campus Life in Korea 20 Years Ago

By Steve Garrigues

1984! Well, George Orwell might not have recognized it, but it was an exciting time to be in Korea nonetheless.

One of the things that stands out the most in my mind is the fact that student life in the 80s was motivated as much by ideology as it was by the pursuit of education, or possibly even more so. In many ways, those days reminded me of the US in the 60s, with all the enthusiasm and optimism, the anger and hope, the idealism and naivete. "Struggle" and "democracy" were the words of the day, and the military dictator Chun Doo-hwan was the most despised man around.

Student demonstrations were a normal facet of campus life. It was a common sight to see a group of students collecting empty beer and soju bottles to make petrol bombs or

exercising their newfound freedom after the grueling "examination hell" of their last year of high school. Juniors and seniors were too busy worrying about their grades and job prospects to devote much time to student activism. So even during the afternoon demonstrations at the main gate, you could see most students going about their normal routine, holding handkerchiefs to their noses to filter out the teargas fumes.

A stroll across campus was not what it is today. The university roads were mostly for pedestrians, and there were few cars to be seen. Certainly no students had their own cars, and even many of the professors relied solely on the bus. Parking congestion was a problem that no one could even imagine a university would have. Students walked leisurely here and there, arm-in-arm only if they were

fantasy too foreign to even think about.

The English boom had not quite yet come to Korea, and the few foreign language teachers were mostly from the US, so when a gaggle of schoolboys would shout out "Miguk-saram" when coming across a westerner on the streets, they were more than likely correct. There was a


Korea of Decades Past

Edited by David E. Shaffer

song that had been popular on the radio that went, "Hello, hello, Mr. Monkey, you are so fast and funky." Elementary school students had picked up only a few English words in those days, but for some reason that song was a big hit among the kids. When passing a group of children, almost inevitably came the chorus "Hello Mr. Monkey!" behind one's back.

Ah, those were the days. If you can remember being greeted "Hello Mr. Monkey," then you have been in Korea for a long time.

The Author

Steve Garrigues first visited Korea in 1966, and returned in 1982 as an educator. After three years at Cheju National University, he moved to Kyungpook National University in Daegu, where he has remained ever since. He has been active in KOTESOL from the very beginning, and is currently the President of the Daegu-Gyeongbuk Chapter. 

In our next issue, David Shaffer, another long-time Korea resident, will give us a glimpse of what life and learning was like in Korea three decades ago - during the Fourth Republic of Park Chung Hee. - Ed.

“Student life in the 80s was motivated as much by ideology as it was by the pursuit of education...”

breaking up the concrete tiles of the sidewalk to make handy-sized stones to throw at the riot police during the scheduled afternoon "demo." A "normal" spring day on any university campus in Korea often included the acrid sting of teargas wafting through the trees, and the "crump" of teargas canisters exploding. Afternoon classes in buildings near the campus main gate, where the set confrontations with the riot police inevitably took place, would often be hastily cancelled, depending on which way the wind happened to be blowing.

Life on campus was not all demonstrations and rallies, of course. Other than the rather small group of committed radical students, most of the participants were freshmen,

the same sex. No doubt there were some "campus couples" even in those days, but they were very circumspect about it, and no one was bold enough to hold hands in public.

The fashionable color of the day was basic black, and although there were plenty of blue jeans to be seen, not one had ragged holes in the knees - that was a fashion that was still many years away. People need to be a bit more affluent before they can feel comfortable looking poor, I suppose.

During the 80's, summer was HOT and winter was COLD, regardless of whether you were outdoors or inside the classroom. No classrooms had any heat in those days, and the very idea of an air-conditioned class was a

Leadership for the Future

By Jake Kimball

Nominations and Elections Committee Chair

Korea TESOL is a nonprofit professional organization. As such, we rely on volunteers like you to ensure that our organization thrives. How well we serve our membership and fulfill our mission depends on the quality, drive, and dedication of its leadership. Our leadership is well balanced with Koreans and non-Koreans. We also depend on veterans and newer members to work together, ensuring that the proverbial torch gets passed. This year, like last year, is critical. Korea TESOL must recruit new blood that will be its life-source in the future. We also need the continued support of veteran leaders. It is their experience and wisdom that serves to guide and inspire newer, potential leaders.

It is almost that time of year again when we begin looking for competent individuals who are interested in National Executive Council positions. There are six positions that need to be filled: 1st Vice-President, 2nd Vice-President, Treasurer, Secretary, Conference Committee Co-chair, and Nominations and Elections Committee Chair. All of these positions are vital to Korea TESOL's efficient operation. Normally a slate of candidates is prepared for October's International Conference. During the conference, an election is conducted. Those who have won the majority of votes become members of the National Executive Council. Newly elected officers to the Executive Council are announced at the Annual Business Meeting held on the last day of the International Conference. Officers begin their tenure at its closing.

Can anyone become a leader? Firstly, according to Article IV of the Bylaws of Korea TESOL, all Council members must be members of Korea TESOL and International TESOL. Secondly, candidates seeking nomination for an office must have been Korea TESOL members for the previous 12 months. Other than the above restrictions,

what traits make for a good leader? Foremost, leaders are visionaries. It is their input that helps to shape and mold our organization's future. Candidates for the above positions should also have a working knowledge of EFL/ESL and a keen sense of responsibility. Also helpful is the ability to multi-task, manage one's time, organize resources, and inspire others. Executive Council officers are expected to attend Council meetings. In addition to the Annual Business Meeting held at the conference in October, there is a Council meeting held at the Leadership Retreat in December as well as in April, June, and September. National Executive Council meetings follow Robert's Rules of Order (guidelines for

The 1st Vice-President can also expect to assist the President by taking on a variety of duties in preparation for the role of President.

2nd Vice-President. This office requires one to be hands-on and proactive. The 2nd Vice-President heads the National Program Committee. He or she also organizes Korea TESOL's annual Leadership Retreat in December. Other committees under the guidance of the 2nd VP include the Technologies Committee and KTT. Special Interest Groups also fall under the 2nd VP's management umbrella.

Secretary. The Secretary keeps meeting minutes, including the

“We rely on volunteers like you to ensure that our organization thrives.”

governing formal meetings). Therefore, elected officers and committee chairs are expected to familiarize themselves with these parliamentary procedures. A great deal of e-mail discussion goes on between meetings. Executive officers should be prepared to participate in on-line discussions of relevant issues in a timely manner.

The duties and responsibilities of each office are clarified below. They are also noted in the Constitution & Bylaws of Korea TESOL on page 39 of this issue of *The English Connection*.

1st Vice-President. This individual will ascend to President the following year and Immediate Past President two years later. Therefore, this position requires a three-year commitment. Tact, diplomacy, and charisma are needed, as this officer often represents Korea TESOL in an official, public capacity. The 1st Vice-President supervises local Chapters.

Annual Business Meeting and Executive Council meetings. The secretary must, therefore, be available to attend these meetings. The Secretary is responsible for reading, acting on, and replying to messages sent to the Korea TESOL e-mail address. In addition, the Secretary should have excellent writing skills and a sharp ear to accurately record the minutes.

Treasurer. The Treasurer is responsible for maintaining, collecting, dispersing, and making reports on Korea TESOL funds as well as keeping an up-to-date membership list. The ability to execute banking transactions and check accounts frequently is essential. Naturally, this individual should have fiduciary and bookkeeping skills as well as integrity.

Conference Committee Co-chair. The Conference Committee Co-chair ascends to Conference Chair the following year. Therefore, this

Continued on next page.

Getting Direction from Directories

If you have used the web very much to look for teaching resources, you know that link pages are very useful. Almost every website has one. KOTESOL's is very nice: <http://www.kotesol.org/links>. These link pages can direct you to sites and resources you might never find on your own.

But going through those links can be frustrating. Many link pages, unlike KOTESOL's, haven't been updated since the 1990s. Their links may point to nothing except pages that say "404 Error." If a link works, it may point to a site that is completely unlike what the link page describes. After a while surfing through these links, you may give up and just use search engines to find what you need. If it doesn't come up at the top of a Google search, you figure that it probably isn't worth your time.

There's no need for such despair. There are several places on the Internet with large, well-maintained collections of annotated links to useful sites. These large collections, which


sort their links into categories by topic, are called "directories." If you use Google, you may also have noticed the Google Directory, <http://directory.google.com>. This is actually a "mirror" of the Open Directory, which is maintained by thousands of volunteers. Unfortunately, the Google version of the Open Directory is rarely updated, so its links are often unreliable. A much more up-to-date version is at <http://open.thumbshots.org>.

How do you use a directory? You need to find certain categories that contain links to the resources that you're interested in. There are several Open Directory categories every teacher will want to check out. There is a special sub-directory for sites that are geared toward children or teenagers, at http://open.thumbshots.org/Kids_and_Teens. If you're at <http://open.thumbshots.org/Reference/Education>. If you want to learn more about teaching and learning English, try this category: [http://open.thumbshots.org/Arts/E](http://open.thumbshots.org/Arts/Education/Language_Arts/English)

Web Wheres

By Sam Henderson

ducation/Language_Arts/English. These categories rely on users who volunteer their time to maintain and improve them. If you know of a good site that isn't listed, consider submitting it to an appropriate category. If you know of several sites, consider volunteering to become an editor. If you do volunteer, make sure you read and understand the Open Directory Guidelines, which every editor must follow: <http://dmoz.org/guidelines>.

Looking through the categorized links that directories offer, you can find many useful sites. Some may be good for Internet lessons. Some may have ideas you can adapt for your own lessons. Happy hunting! 

Continued from previous page.

position requires a two-year commitment. Putting together the annual International Conference is a monumental, year-round task. Undoubtedly, individuals best suited for this position will be energetic, task-oriented, and willing to see projects through to the end. Experience in large-scale event organization is vital. It is also desirable for the candidate to have had previous experience on the Korea TESOL Conference Committee.

Nominations and Elections Committee Chair. This individual is responsible for submitting a full list of qualified candidates for the election and conducting a fair and equitable election at the International Conference. To accomplish this task, the Chair may visit local chapters throughout the year in order to network with prospective candidates. Keeping an eye on who's who in


various Korea TESOL committees and Special Interest Groups is helpful, too. The Chair is also responsible for seeking out potential candidates to fill any elected positions that may become vacant during the year.

While there is not a financial incentive to becoming a Korea TESOL officer, numerous intangible rewards compensate for your time and energy. Do you want to feel a great sense of accomplishment? Become a leader. Do you want to help others? Become a leader. Do you want to work as part of a team? Become a leader. Do you want to develop yourself personally and professionally? Become a leader. Do you want to build your resume with meaningful, credible, and relevant experience? Then be a leader.

Candidates interested in serving Korea TESOL are asked to submit an

application including a 250-word essay outlining their intentions. Applications must be submitted to the Nominations and Elections Chair via e-mail no later than September 10, 2004.

Again, if you have been a Korea TESOL member for at least one year and you believe you have the managerial fortitude to take on any of the above positions, please do contact the current Nominations and Elections Chair. Further questions regarding these positions are welcome, as are nominations for 1st VP, 2nd VP, Secretary, Treasurer, Conference Committee Co-chair, or Nominations & Elections Committee Chair.

Jake Kimball is Korea TESOL's Nominations & Elections Committee Chair. He may be contacted at ilejake@yahoo.com 

Correcting Oral Errors

While teaching English in Korea, many students expressed a desire for error correction. Chaudron (1988) observed that both students and teachers believe that error correction is a central task of language instruction. In spite of their belief, however, teachers need to carefully consider error correction issues, such as when and how to address errors.

Training Notes

By Douglas Margolis

But Wait! Should Errors Be Corrected?

Truscott (1999) raises a number of objections to oral error correction. For example, he questions whether teachers can properly understand the student error and worries that corrections based on misunderstanding may confuse rather than enlighten. He also argues that the act of correction itself is complex and may improperly consume class time. On top of that, Truscott suggests that error correction requires consistency, in order to avoid confusing students, and that consistent treatment of error is difficult. Ultimately, he believes that if teachers are to correct errors then the corrections need to be tailored to student needs and personality. Attempting to properly correct errors then may waste class time and take away from a communicative focus on meaning.

For students, Truscott identifies three additional problems with error correction, namely, noticing and recognizing the correction, understanding and accepting it, and somehow incorporating it.

Truscott's argument is persuasive. Error correction is fraught with danger. Instead of agreeing with Truscott's conclusion to stop correcting errors, however, I prefer to examine when and how error

correction might be made beneficial.

When to Correct

Chaudron (1988) suggests that teachers have a number of options regarding the timing of feedback. For instance, the student's utterance could be interrupted and the error corrected immediately. Alternatively, teachers could wait until the student completely finishes the speaking turn and then provide feedback. A third approach, possibly exhibiting more sensitivity to maintaining communicative focus, delays error correction until the last five or ten minutes of class. Similarly, teachers could take notes regarding errors and address them through activities and instruction during other class periods.

Delaying error correction may be a less satisfying approach for those students who express desire for error feedback, yet it could be a more effective use of class time. The important point for teachers is to recognize that options are available and that different circumstances may require different choices.

How to Correct

More complicated than the issue of timing is the multiple questions associated with how teachers provide

clarification requests, 3) metalinguistic clues, 4) elicitation, 5) repetition, and 6) recasts.

"Explicit correction" refers to specifically indicating that the student's utterance is incorrect and providing the proper form. Students should thus be aware of their mistake and their focus of attention shifts from meaning to form. "Clarification requests" indicate to the student that her or his utterance has not been understood and that a reformulation is needed.

"Metalinguistic clues" denotes a technique that indicates to the student that an error has been made, but without providing the correct form. For example, the teacher might question, "Is that the right way to express the past action?" "Elicitation" is an error correction technique that appears similar to metalinguistic clues, but is distinguished by requiring students to supply more than a yes or no response. In this technique, the teacher may provide a partial utterance and expect the student to finish it. For example, if a student had incorrectly said, "Yesterday, I go to the zoo," the teacher might respond with: "Yesterday, I...."

“Without understanding the serious implications involved, teachers could...cause more harm than good.”

error feedback. For example, should teachers correct students individually or in a group? Should teachers provide error correction in written or taped form? Should teachers ask students to correct their own mistakes or have peers provide corrections? Should errors be explicitly identified or implicitly suggested?

Lyster and Ranta (1997) identify six different types of error correction techniques: 1) explicit correction, 2)

"Repetition" is a technique of repeating what a student uttered using intonation to indicate the error. "Recasts" are restatements of the learner's utterance with the incorrect form repaired. A number of researchers have found Recasts to be the most common error correction technique, but Lyster and Ranta (1997) question their effectiveness because students may not be aware that an error was made or corrected.

Continued on next page.

Where'd Y'all Come From?

Word Whys

By David E. Shaffer

The second-person plural pronoun (2pl) in English is a slippery subject. Each week, at the conclusion of the popular 1960s TV sitcom, *The Beverly Hillbillies*, Jethro beckoned us to watch again the next week with the signature expression "Y'all come back now, ya hear? 'Y'all," a reduced form of "you all," used as such, suggested that it was an uneducated, substandard substitute for the standard "you." But how firm a hold does "you" actually have on the 2pl position?

English used to have different words for second-person singular and plural pronouns, and none of them were "y'all," "yous," or "you'uns," some of the 2pl alternatives to "you" that are used today. The problem began back in the 14th century when the plural form "you" began to be used as a singular form to address superiors instead of "thee" and "thou," and went on to replace "ye" as the sole second-person pronoun, both singular and plural. The problem created was that

of not being able to differentiate between singular and plural pronoun forms. There is evidence that during the 17th and 18th centuries there was an attempt to disambiguate the two with different verb forms, e.g., "you is" vs. "you are." This did not, however, catch on, and the problem persisted.

The desire to distinguish singular "you" from plural "you" gave rise to the Jethro use of "y'all" as the plural form in the U.S. South, especially in the lowlands. In the Appalachian and Ozark Mountains, "you'uns" ("yunz"), a reduced form of "you ones," is popular; In the northern reaches of Appalachia and northern cities, "yous" ("yuz"), from "you" + plural suffix "-s," and "yunz" ("yinz") are commonly heard.

You might think of these plural-"you" forms as American aberrations of the "pure" English used on the other side of the Atlantic, but that would not be completely appropriate. "You'uns" quite likely made its way to the New World via Scottish immigrants whose dialects of English contained this form. Irish immigrants likely transported "yous" to North American, and Australian, shores from Irish English.

What about "y'all"? Well, sanctioning

of its non-reduced form, "you all," can be traced back to the 15th-century King James Version of the Bible: "But as for you all, do ye return" (Job 17: 10). Other 2pl forms used in the US are "you lot" and "you guys."

Just as 2pl "you" expanded to also become the second-person singular form, it seems that some of these plural alternatives of 2pl "you" are, by analogy with 2pl "you," becoming regarded as also being singular forms, just as "you" is a singular form. This has given rise to even more explicitly plural 2pl "you" alternatives for further differentiation. In the U.S. South can be heard "all y'all" (All y'all are invited to the party). In Ireland and America one hears "yous all" (Yous all better be back by six). And "yous guys" is associated with Hollywood gangster movies of 1930s Chicago. Alternatives to 2pl "you" abound, and they are likely to continue to propagate so long as "you" continues to be commonly used as both the singular and plural forms of the second-person pronoun.

Hope y'all come back next issue. See yous then. You'uns have words for which you want the whys and wherefores?

Email: disin@chosun.ac.kr



Continued from previous page.

Teachers should experiment with and be aware of as many techniques as possible.

Scratching the Surface

After thinking about when and how to correct student errors, another important issue is what students should do with the feedback. Some writers suggest that students should keep "error logs" that record their mistakes and provide a space for practicing corrections. Having students write about their errors in journals, discuss them with peers, or reflect upon them in self-evaluation essays are several techniques to support incorporation of the

correction.

Unfortunately, this article only scratches the surface. See Chaudron (1988) for an in-depth overview of error correction research. Dealing with errors is complicated. Without understanding the serious implications involved, teachers could, as Truscott (1999) warns, cause more harm than good. Consider all the options and be careful.

The Author

Douglas Margolis is currently studying for his PhD in the Department of Second Language Studies at the University of Hawaii. Prior to his studies, he taught English

in Korea for eight years. Email: margolis@hawaii.edu.

References

- Chaudron, C. (1988). *Second Language Classrooms: Research on Teaching and Learning*. Cambridge: Cambridge University Press.
- Lyster, R., & Ranta, L. (1997). Corrective feedback and learner uptake: Negotiation of form in communicative classrooms. *Studies of Second Language Acquisition*, 19, 37-66.
- Truscott, J. (1999). What's wrong with oral grammar correction. *Canadian Modern Language Review*, 55(4), 437-457.



What's Up in KOTESOL

Edited by Kevin Landry

Young Learner SIG

By Jake Kimball

"Nothing in life is free?" If you believe that expression you probably haven't heard about our new IATEFL offer. That's right. A new, free benefit is available to our members. Not only is it free, it's also REALLY worthwhile!

Because KOTESOL is an affiliate of IATEFL (International Association of Teachers of English as a Foreign Language), individual KOTESOL members can join IATEFL's Young Learner SIG at no extra cost. With about 300 members, this SIG is quite large and very active. Many well-known YL writers and trainers frequent the list. Some even field discussions on special topics of interest. So far this year Annie Hughes (Songs), Melanie Williams (Assessment), and David Nunan (Task-based learning) hosted discussions. The SIG also maintains a vast and valuable resource site that is member-only. Visit <http://www.countryschool.com/younglearners.htm> to get an idea of what you are missing.

Even though this offer excludes IATEFL membership and the YL SIG newsletter CATs, the offer of "junior" membership is still worthwhile. Should any YL SIG members wish to take advantage of this offer, contact Jake for further details at ymsgkr@yahoo.com

TED SIG

By Kevin Landry

Recent activity on the community online group included me mentioning a nice article put together by my

dissertation advisor on Action Research available here: http://www.surrey.ac.uk/ALRG/distance_news/2003-04-extract.pdf Also the basic link includes two full newsletters about what is going on at the University of Surrey. http://www.surrey.ac.uk/ALRG/distance_news/ Additionally, my graduation with a degree in Linguistics (TESOL) is announced in the newsletter at: http://www.surrey.ac.uk/ALRG/distance_news/2003-12.pdf and there are also ideas for research. Other posts discussed the advantages of web-based boards like http://groups.yahoo.com/group/KoTESOL_TED_SIG/ compared to mailing listserves such as KOTESOL-L@home.ease.lsoft.com, and it came about due to Greg Matheson pointing out hits inactivity. Congratulations to Lance Kelly and his bride. Photos available at: <http://groups.msn.com/OurPhilippineExperience> and other topics discussed were why some activities succeed where others fail. Why do they work in one class but not another? Also there was a survey of top 10 books that members feel have been most engaging, educational, or practical for development as a teacher. Almost all had tasks to do/ think about or bridge theory and practice. A few don't but have a big influence on how to go about doing things in class.

Seoul Chapter

By Tory Thorkelson

Although I'm no weatherman, the temperatures outside seem to be unsure what season it is. However, as things fluctuate outside, Seoul Chapter is recovering from the big May conference. We had hopes of seeing 400 people on the conference day attending the 2 plenaries and 24 presentations scheduled. Almost 200 people enjoyed the various presentations and many even stayed to win one of many prizes in the raffle and hear the election results. Because of the conference, the April meeting was cancelled but we are optimistic that our "new" executive (all of whom have worked with us this past year but

most of whom are now in different positions) will help energize our chapter for the coming year. A big thank you to the executive members, presenters, and volunteers whose hard work and dedication made it all possible!

Recently, our newsletter (ASK) was changed from a monthly publication to one published every few months. It was a difficult decision, but one that was necessitated by our workloads and the difficulty in obtaining a steady flow of articles for a monthly newsletter. Our webpage is also being reworked to be more reflective of our chapter as a whole and our important place in the KOTESOL organization. Kudos to everyone who has helped make our conference, newsletter, and webpage possible and for keeping Seoul Chapter on track this past year.

Executive members represent our chapter as a whole and welcome the involvement of others. We hope all of you will not only attend our monthly meetings and special events, but also send your articles in for the newsletter. We are always looking for new people to join the executive. Mark Turnoy, for example, not only helped with registration this year but has also volunteered to join the newsletter editing team. Whether you have lots of free time or only a few hours a week, your input and skills will be welcomed. Check out our webpage at www.kotesol.org/seoul for more information and to contact us. Hope to see you at a future meeting!

Suwon-Gyeonggi Chapter

By Kim Chang-sook

The Suwon-Gyeonggi Chapter had the first meeting on April 17 at the University of Suwon with 30 participants, thanks to the help of the Gyeonggi Provincial Office of Education. First of all, there are many announcements for our chapter. Professor Lee Mijae, the president of The Suwon-Gyeonggi Chapter got married in February. Mr. Scott Miles, the vice president, had a daughter in April. Two staff members, Mr. Park

Seung-wook and Mr. Kim Young-gi will go abroad for a month this coming September.

The presenter was Scott Miles, wearing a pink shirt to commemorate the birth of his daughter. He first presented the issues discussed in the KOTESOL staff retreat. He mainly talked about chapter presentations and membership. His main topic was Communicative Language Teaching (CLT) and the Korean Classroom. We talked about the challenges Korean English teachers face in the classroom. Many Korean students at secondary levels only have extrinsic motivation of passing tests. Scores on these tests are more important to most than actual communicative skills. Then, he introduced "Scott's 10 Commandments for developing speaking skills in a CLT class": 1. Choose topics that are interesting for the students. 2. Give them choices. 3. Provide good pre-speaking activities. 4. Provide language support for convenience and accuracy. 5. Give a purpose to talk (task-based activities). 6. Encourage speaking out in class. 7. Teach communication strategies. 8. Reduce negative peer-pressure. 9. Lead to larger, interesting projects such as plays, presentations, etc. 10. Develop learner autonomy. The participants practiced some activities related to each item.

Suwon-Gyeonggi Chapter will co-host a conference with Gyeonggi GETA on the 29th Saturday of May at the Chong Hap Kang Ui Dong, University of Suwon. It will start at 2:00 p.m. and continue until 9:00 p.m.

New things in 2004 include: 1. Korean teachers participate in our meetings as presenters. 2. There will a Korean song translation contest. Anyone can participate in the contest. The best-translated song will get a prize every month.

Gangwon Chapter

By Ryan Cassidy

June marks the end of the active semester for the Gangwon Chapter. By the time this gets to print, the chapter will have had a new, and hopefully energetic, meeting. New involvement and new energy are always welcome. I hope all members of the Gangwon chapter have a wonderful summer vacation and we look forward to seeing you in the Fall when chapter meetings resume. Our next meeting will be on September 4th at Hallym University in Chuncheon. Gangwon is always looking for interesting people to speak at our chapter meetings. Anyone available to speak at our chapter meetings in the Fall should contact Ryan at: gangwon kotesol@hotmail.com.

Daegu-Gyeongbuk Chapter

By Julie Stockton

The Daegu-Gyeongbuk Chapter is doing very well. We've had some excellent presentations and many new members have joined us this spring. Our very own Dr. Steve Garrigues spoke on Cultural Icons and cross-cultural communication in March. Every culture has recognizable symbols that are associated with it; these are often taken for granted and sometimes misunderstood. Cultural content is important because you can't separate language and culture. Discussions about Korean cultural icons allow students to use English to talk about what they know and understand. Discussions about Western cultural icons allow students to use English to talk and learn about Western culture and language. This was a fun and interesting presentation.

In April, Julie Stockton spoke about Web Production for English Teachers. We viewed portions of her class webpage and she also presented research in support of making and using a web page in the EFL classroom. A classroom web page allows students and the teacher to get to know each other better and develop

a greater sense of community, promotes student use of English to discuss and produce the web page, and provides an excellent forum for publishing student work. We also tried out one of her lesson plans and produced introductions for our own chapter web page. It was an interesting way to learn about each other at our meeting.

We had THREE speakers at our next meeting. Myoung-Sook Ahn gave an excellent presentation on "Keypal Activities." She connected her students with keypals from another country and designed activities for interaction. She found that over the course of the project, students' letters became longer, their sentences became longer and more complex, and vocabulary improved. It was a very successful project. Kim Eun Jeong followed with a comparison study about task structuring in the EFL classroom and presented some insightful results. She found that an interactive lesson, and one that built on previous learning, was more successful than a lesson in which the teacher only transmitted information. Finally, Joseph Kerwin discussed "Free and Legal Software for English Teachers." This was a very useful and practical survey. He also presented some cautions about free software, which alerted us to potential problems. This was a busy but informative and interesting meeting.

In summation, I would not have wanted to miss any of these presentations. I always learn something useful and meet interesting people. If you'd like to learn more about KOTESOL, please visit our website at <http://www.kotesol.org/daegu/>

Cheongju Chapter

By Maureen Parker

2004 has been very busy so far in Cheongju. It began with the appointment of a new council. Paul Hwang retired as President, handing

the duties over to Maureen Parker. Nicole Kim stepped up to Vice-president from Treasurer. The Treasurer is now Song Lim Kyeong. Eva Szakall is the Secretary. Membership concerns are divided between Song Lim and Eva. We are still in desperate need of a Webmaster, as anyone who's taken a glance at our web site can clearly see. Our membership has increased from 10 to 16 and we're still campaigning! We also changed the location of our meetings from Cheongju University to Cheongju Education University (Kyo-Gae) in Sugok Dong. Our March meeting saw our very own Nicholas Welch present on the subject of Pronunciation Problems in English for Koreans to a small but enthusiastic group. Dr. David Shaffer was our guest in April. He informed and entertained us with his discussion of Cultural Errors from L1 Korean to L2 English.

He also joined a few chapter members for a delightful dinner and discussion afterward. For our May 29th meeting, our guest was Ingrid Zwall, who explained, demonstrated, and encouraged the audience to practise her Activity for Children, which can be adapted to all ages and levels.

KOTESOL Teacher Training

By Peter Nelson

Seoul Chapter held its first national conference on May 8 at Sookmyung University, and KTT was proud to have played a major role in it. The conference theme was Challenges: Exploring New Ideas in EFL Teaching, and concentrated on classroom applications of pedagogy. Dr. Robert Dickey, past KOTESOL president and KTT member, gave the

afternoon plenary talk (an overview of KOTESOL history and prospects) and a workshop on pronunciation. Three other scheduled KTT speakers-- David Kim, James Ranalli, and Tory Thorkelson, respectively presented on composition, vocabulary learning, and culture. Peter Nelson, not on the original schedule, was a replacement speaker who addressed aspects of pronunciation, while James Ranalli gave an "emergency" talk on concept checking. Overall, KTT gave seven of thirty lectures and workshops.

While summer is traditionally a slower period for KTT, we expect to maintain our education outreach and hopefully will provide speakers when requested. Should you be interested in knowing more about our training programs, or perhaps even wish to become a member, please write to us. 🌐

The English Connection wants to know about you!

Have you recently received a new degree, given a presentation abroad, received an award, published a new book, or done something else professionally of special note?

If you, or someone you know, has done any of these things, please email us at disin@chosun.ac.kr

Teaching Writing Classes

This is the first installment of a regular column on tips and suggestions for teaching writing. Unfortunately, many English teachers in Korea are first introduced to "Teaching Writing" by simply being told that it is their turn to teach the writing class!

Most writing teachers would also agree that the workload can be significantly higher than teaching a conversation class. The challenges are great, but the KOTESOL Writing and Editing Special Interest group (WESIG) is here to help. The topics and content in this column will be taken from our online bulletin board, face-to-face discussions and WESIG events. The first column will focus on pen and paper approaches to correcting while the next one will show you how to take full advantage of online techniques for correcting and giving feedback.

Choose Your Battles

One of the most common mistakes teachers make when they first start teaching writing classes is to think that doing a good job necessarily means correcting "all" student errors. Research has shown and experienced writing teachers know that this type of correcting is not only incredibly time-consuming, but also ineffective.

KOTESOL member David Kim, in his presentation on teaching composition, even argues that once the students have enough basic knowledge of English sentence structure to write, grammar should be taught separately from writing class. Probably the best thing you can do for yourself in terms of saving time, and for your students in terms of focusing their learning, is to choose the skill or key point that is the objective of the lesson and correct only that part. If students are graded only on a specific area, they are much more likely to pay attention to it.

Rather than directing your students to write a comparative paragraph, you might tell them that the assignment will be marked only on how well they use comparative transition phrases in context, for example. Watch the difference in the motivation and attention of the students to the point of

your lesson.

Editing vs Correcting

It is also a good idea to try to separate the "editing" process from the "correcting" process. In the first pass, I sometimes mark all of the papers only on the basis of the content or logic of the argument, and then when that is done I come back to the first paper and look for the grammatical or sentence structure point of the assignment and correct that. Separating higher order editing from lower order correcting can improve the feedback you give. It can be distracting and difficult to try to do both well at the same time.

Underlining Reveals All

I have never used most proofreading marks, such as "agr." for subject-verb agreement, when correcting. I simply underline the grammatical mistakes, and let the students correct the mistakes themselves. This method has a number of advantages. It can often enable you to see the difference between what the students do not understand and what mistakes are simply the result of carelessness and within the student's ability to correct on their own. However, students find "wrong word choice" or "awkward" phrasing proofreading comments frustrating because they often have difficulty correcting these types of errors for themselves. In this case, simply providing a better word choice or phrasing is more effective. Heidi Vande Voort suggests correcting the first instance of a given error and then only underlining the subsequent examples of the error for the rest of the paper.

A Dictionary of One's Own

Teaching writing can sometimes be frustrating because many students make the same errors over and over again. Students should collect their recurrent errors in their own customized dictionary of common errors. They can then refer to it in the future, and it helps them to review and fix their mistakes. Teachers could also collect the notebooks and create quizzes from these common errors. It is also handy to type out a sheet of

common comments in a numbered list including textbook page numbers or online sources for student reference. When correcting, you can include the sheet and just write the number of the comment on the student's paper instead of writing the same comments again and again. The time saved allows you more time to write comments specific to the content of an individual student's paper.

Writing Right

By Adam Turner

The Colorful Pen

One of the low technology tools that I like to use is the multicolored pen. Seeing a page filled with red can be a bit traumatic for some students. Green ink is a little easier on the eyes. I use blue ink for praise and red ink for careless errors or mistakes that a student is making repeatedly. The colorful result actually creates more interest in the corrections!

Correction Confusion

During my first year in Korea, I almost gave a poor student a heart attack by not understanding the Korean conventions for correcting papers. She mistook 90% for 10%! In Korean, a check mark indicates an incorrect answer and circling the number of a question indicates that it is correct. In English, it is the opposite. Proofreading marks to insert text or letters can be above as well as below the text in Korea.

The Author

Adam Turner is the facilitator for the KOTESOL Writing and Editing SIG and has recently been appointed the Director of the English Writing Center at Hanyang University.

Send your questions about teaching writing to ifli@hotmail.com

Join WESIG at <http://groups.msn.com/KOTESOLWESIG/>

KOTESOL Chapter Meetings

Busan-Gyeongnam

Meetings: Last Saturday of the month
Dongseo University

Daegu-Gyeongbuk

Meetings: First Saturday of the month
Kyongpook National University

Gwangju-Jeonnam

Meetings: Second Saturday of the month
Chonnam National University - LEC

Seoul

Meetings: Third Saturday of the month
Sook Myung University

Cheongju

Meetings: Last Saturday of the month
Chongju University

Daejeon-Chungnam

Meetings: Fourth Saturday of the month
Woosong Language Institute

North Jeolla

Meetings: Second Saturday of the month
Jeonju University

Suwon-Gyeonggi

Meetings: First Saturday of the month
Suwon University

Gangwon

Meetings: First Saturday of the month
Halymn University / Kangnung Univeristy

Make your Chapter monthly meeting a regular part of your professional development schedule.
The monthly meeting: a place to learn, a place to share, a place to be with people who care.

KOTESOL Special Interest Groups (SIGs)

Research

David D.I. Kim, Facilitator

Young Learners'

Jake Kimball, Facilitator

Writing Editing (WESIG)

Adam Turner, Facilitator

Games in Education

Todd Vercoe, Facilitator

Teacher Education and Development(TED)

Julie kim, Facilitator

Computer-Assisted Language Learning (CALL)

James Trotta, Facilitator

***English for the Deaf* Marlyn Plumlee, Facilitator**

Make your KOTESOL experience special - join a special interest group.
For more information, see page 35 or visit <http://www.kotesol.org/sigs.shtml>

Calendar

Compiled by Robert J. Dickey

Conferences

- 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/>
- Jun 4-6 '04** JALT CALL SIG 9th Annual Conference: "Human Computer Interaction (HCI)." Miwa, Japan. (Web) <http://jaltcall.org/call2004/>
- July 13-17 '04** International Council on Education for Teaching (ICET) World Assembly 2004: "Teachers as Learners: Building Communities for Professional Development." Hong Kong. (Web) <http://icet2004.hku.hk/~icet2004/index2.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/>
- Jul 17-18 '04** The 6th Annual International Conference of the Japanese Society for Language Sciences. Aichi Shukutoku University (Hoshigaoka Campus), Nagoya, Japan. (Web) <http://cow.lang.nagoya-u.ac.jp/jsls/2004/conf-e.htm>
- Jul 28-30 '04** Linguistic Society of Korea International Conference. Yonsei University, Seoul. (Web) <http://www.linguistics.or.kr/lsk2004.htm>
- Aug 20-22 '04** The 9th Pan-Pacific Association of Applied Linguistics Conference. Namseoul University, Seoul. (Email) paalkorea@yahoo.co.kr (Web) <http://www.paal.or.kr/>
- Aug 28 '04** KAMALL Conference. Sookmyung Women's University, Seoul. Info: (Email) i hm112@sookmyung.ac.kr or sychoi@knue.ac.kr, (Web) www.kamall.or.kr

- Sep 3-5, '04** 43rd JACET Convention: "English as an International Language: Educational Goals and Standards." Chukyo University, Nagoya, Japan. (Web) www.jacet.org or (Email) convention@jacet.org
- Sep 24-26 '04** 3rd Annual Peace as a Global Language Conference, Kyoto Museum for World Peace. Ritsumeikan University, Kyoto, Japan. (Web) <http://www.elcalendar.com/PGL2004/>
- Oct 9-10 '04** 12th Korea TESOL International Conference: "Expanding Horizons: Techniques and Technology in ELT." Sookmyung Women's University, Seoul. (Email) kotesol2004@yahoo.com (Web) <http://www.kotesol.org/conference/>
- Oct 9 '04** 2004 PKETA International Conference: "Promoting Interaction in an EFL Context." Gyeongsang National University, Jinju (Chinju), Korea (Web) www.pketa.org
- Nov 5-7 '04** 2004 Asia TEFL Conference: "Enhancing Expertise for TEFL in Asia." Seoul Olympic Parktel, Seoul. (Web) www.asiatefl.org
- Nov 12-14 '04** The 13 International Symposium and Book Fair on English Teaching, English Teachers' Association of the Republic of China: "Trends in Asian Contexts: Theory and Practice." 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." Nara, Japan.
- Nov 24-25 '04** 3rd ASIA CALL

- (Web) <http://jalt.org/jalt2004/> International Conference: "CALL and Collaboration in ASIA." Penang, Malaysia. (Web) www.asiacall.org/events.htm
- Dec 3-4 '04** CALL Fair at ALAK International Conference (see next line).
- Dec 3-4 '04** ALAK International Conference: "Discourse and Cognitive Approaches for SLA." Featuring Carol Chapelle, Rod Ellis, Gabriele Kasper, Eric Kellerman. (Note, call for papers for the conference is closed, but open for the CALL Fair, see conference calls below.) Info: Prof. Kilryoung Lee, Conference Chair (Email) klee@hufs.ac.kr (Web) www.alak.or.kr
- Jan 20-22 '05** The 26th Annual Thailand TESOL International Conference: "Surfing the Waves of Change in ELT." Bangkok, Thailand. (Web) www.thaitesol.org
- Mar 30 - Apr 2 '05** TESOL 2005: "Teaching Learning, Learning Teaching." San Antonio, Texas, USA. (Web) www.tesol.org

Calls for Papers

- Jun 30 '04** for Nov 24-25'04 "CALL and Collaboration in ASIA" 3rd ASIA CALL International Conference. Penang, Malaysia. (Web) www.asiacall.org/events.htm
- Jul 16 '04** for Jan 20-22 '05 "Surfing the Waves of Change in ELT" The 26th Annual Thailand TESOL International Conference. Bangkok, Thailand. (Web) www.thaitesol.org

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@asia.com

Congratulations

Are extended to **Kevin Landry** on obtaining the degree of Master of Arts in Linguistics (TESOL)

From the University of Surrey's Department of Linguistic, Cultural and International Studies. Kevin received his degree last August upon completing his thesis entitled: *Learner Contribution to Process Syllabus Development: An Action Research Study with Freshmen at the Catholic Medical College of Korea* under the direction of Dr. Smiljka Gee.

Who's Where in KOTESOL

Compiled by David E. Shaffer

National Officers & Committee Chairs

Dr. Myung-Jai Kang, President.

Yeoo Institute of Technology, 454-5 Gyo-ri, Yeosu-eup, Yeosu-gun, Gyeonggi-do 469-705. (W) 031-880-5316, (WF) 031-885-1095, (C) 019-246-1251, Email: regina@mail.yeoo.ac.kr, mj kang5@hotmail.com

Dr. Kyung-sook Yeum, 1st Vice-President. Sookmyung Women's University. (W) 02-710-9777, (C) 010-3144-0562, Email: yeum@sookmyung.ac.kr

Dr. Robert J. Dickey, 2nd Vice-President. Gyeongju University, School of Foreign Languages & Tourism, Gyeongju, Gyeongbuk, 780-712. (W) 054-770-5136, Email: rjdickey@content-english.org

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

Luis Riestra, Secretary.

TEFL International, Dungee Art Villa B1, 794-38 Yeoksam-dong, Gammang-gu, Seoul 135-080, (W) 02-555-7189, (F) 02-3453-0354, (C) 011-9310-7189, Email: teachenglish@asia.com

Dr. David E. Shaffer, Treasurer.

Chosun University, English Dept., 375 Seoseok-dong, Dong-gu, Gwangju 501-759, (W) 062-230-6917, (WF) 062-226-4181, (H) 062-521-2013, Email: disin@chosun.ac.kr

Jake Kimball, Nominations & Elections Chair.

ILE, 2F, 1275-4 Beommul-1-dong, Suseong-gu, Daegu 706-813, Email: ilejake@yahoo.com

David D. I. Kim, Conference Chair.

Konkuk University, Dept. of English Language & Lit., (w) 02-450-3343, Email: kdi.kim@utoronto.ca, kdi@yonsei.ac.kr

Sharon Morrison, Conference Co-chair.

Graduate School of Pan-Pacific International Studies, Kyung Hee University, 1 Seochunri, Kihungeup, Yonginshi, Kyunggi-do 449-701, Email: morrison_sharon@yahoo.com

Louisa Kim, Publicity Chair.

MaxMet Inc., 6118-9 KAIST Hi-Tech Venture Hall, 373-1 Guseong-dong, Yuseong-gu, Daejeon 305-701, (W) 042-863-2880/2890, (C) 011-9806-5312, (F) 042-879-2875,

Email: kotesol_publicity@yahoo.com

Kevin Parent, Membership Committee Chair.

Gongju Nat'l University of Education, 376 Bonghwang-dong, Gongju, Chungnam 314-711, (C) 010-4423-9745, (H) 042-476-0654, Email: ksparent@yahoo.com

Dr. Yangdon Ju, Domestic Relations Committee Chair.

Hyecheon College, school of Tourism, 333 Boksu-dong, Seo-gu, Daejeon, 302-715. (W) 042-580-6252, (H) 042-583-6312, (WF) 042-580-6259, (C) 016-435-6312, Email: ydju@hcc.ac.kr

Demetra Gates Choi, International Affairs Committee Chair.

Gyeongin National University of Education, Dept. of English Education, 59-12 Gyesan-dong, Gyeyang-gu, Incheon 407-753, (W) 032-540-1337, Email: intlaffairskotesol@yahoo.com

Dr. Joo-Kyung Park, Research Committee Chair

Honam University, Dept. of English Language and Literature, 59-1 Seobong-dong, Gwangsan-gu, Gwangju 506-714. (W) 062-940-5310, (H) 062-375-9358, (WF) 062-940-5310, (C) 016-625-9358, Email: joo@honam.ac.kr, english58@daum.net

Dr. Dongil Shin, Publications Committee Chair

Sookmyung Women's University, English Language and Literature Division, 53-12 Chungpa-dong 2-ga, Yongsan-gu, Seoul 140-742, (W) 02-710-9961, Email: shin@sookmyung.ac.kr

Wonmyong Kim, Organizational Partners Liaison

Dongshin High School, Daejeon, (W) 042-273-0161, (C) 011-454-9855, Email: kotesolop@yahoo.com

John Phillips, Technologies Committee Chair

Fulbright Korea, (C) 011-9436-4609, Email: phillips@kornet.net

Daejeon-Chungnam Chapter Officers

Oo-sheek Suh, President.

Nonsan Daejeon High School, (W) 041-736-6853, (C) 016-656-7274, Email: whitman525@hotmail.com

Aaron Jolly, 1st Vice-President.

Mirac Foreign Language Institute, Cheonan. (C) 010-4404-9717, Email: jollyaaron7@yahoo.com

Mira Kim, 2nd Vice President.

Woosong University Language Institute, Daejeon. (C) 011-9422-9253, Email: woosong30@yahoo.com

HyunChul Tony Joo, Treasurer.

(H) 042-536-3769, Email: tonyhj@kornet.net

Rachel Williams, Secretary.

Woosong University Language Institute, Daejeon. (W) 042-625-6922, Email: rwjeepers@yahoo.com

Orysia M. Kiryk, Member-at-Large.

Woosong University Language Institute, Daejeon. (C) 011-9428-1947, Email: orysiakiryk@yahoo.com.au

Cheongju Chapter Officers

Maureen Parker, President.

(W) 043-299-0803, (H) 043-292-3931, Email: maureenparker@hotmail.com

Nicole Kim, Vice-President.

(C) 019-9324-0818, Email: knowital@edunet4u.net

Song Lim Kyeong, Treasurer and Membership Dues.

(C) 011-9827-7439, Email: aussy@netian.com

Eva Szakall, Secretary and Membership Promotion.

(C) 016-862-3882, (H) 043-272-3883, Email: eszakall@hotmail.com

Suwon-Gyeonggi Chapter Officers

Dr. Mi-jae Lee, President.

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

Scott Miles, Vice President.

Seogang University, (C) 011-470-7209, Email: scottmiles67@yahoo.com

Jang-suk Kim, Treasurer and Reporter.

Yeongil Middle School, (H) 031-203-4705, Email: kcjk1@hanmail.net

Hye-ri Lee, Secretary.

Sukji Middle School, (C) 017-321-3385, Email: heriqueen@yahoo.co.kr

Seung-wook Park, Outreach Coordinator.

(C) 019-392-3863, Email: alexpsw@hanmir.com

Shin-hyeong Lee, Membership Coordinator.

Bibong High School, (C) 018-272-5979, Email: dream8686@hanmail.net

Young-gi Kim, Member-at-Large.

Jeok Seong High School, (C) 019-267-8793, Email: ko-mat@hanmail.net

Sang-ho Lee, Webmaster.

Gojan High School, (C) 019-259-687, Email: nahmuh@chollian.net

Busan-Gyeongnam Chapter Officers

Dr. Paul Robertson, President.

Email: birp01@kornet.net

Patrick Guilfoyle, 1st Vice President.

(C) 016-850-9681, Email: patrickguilfoyle@yahoo.ca

Jerry Foley, 2nd Vice President.

Email: jmfoley@hotmail.com

Craig Lutzer, Vice President.

(Recruiting)

Email: craiglutzer@yahoo.com

Peter Dash, Vice President.

(Director Education Reform)

Email: caenada@yahoo.com

Brett Rawnsley, Vice President. (Tertiary Liaison)

Email: bdrxnz@yahoo.co.nz
Email: merong93@cholian.net

Todd Vercoe, Secretary

Inje University, Kimhae, 621-749.
Email: koreakatz@hotmail.com

Joseph Kerwin, Webmaster.

Email: jo-ker@lycos.com

Gangwon Chapter Officers

Chris Grayson, President.

(C) 019-405-1393,
Email: chrisgrayson_99@yahoo.com,
gangwonkotesol@hotmail.com

Ryan Cassidy, Vice-President.

(W) 033-248-2987, (C) 018-324-9110,
Email: ryan@hallym.ac.kr

Younnam Lee, Vice-President of Finance.

Email: younnami@hotmail.com

Keith Robinson, Vice-President of

Webpage Maintenance.

Email: nabe_uk@yahoo.com

Lance Kelly, Vice-President of

Webpage Maintenance.

Email: hojusaram@hotmail.com

Chantal Martel, Vice-President of

Publications.

Email: cgmartel@hotmail.com,
gangwonkotesol_news@hotmail.com

Jung-hye Park, Vice-President of

Membership Services.

Email: pjhye@hotmail.com

Graham Specht, Vice-President of

Chapter Events.

Email: graham@tyndallhouse.org

Seoul Chapter Officers

Tory Thorkelson, President.

Hanyang University. (W) 02-2290-1713, (C) 018-850-0778, Email: thorkor@canada.com, thorkor@hotmail.com

Jack Large, Vice President.

Anyang University, Kangwa Campus. (W) 031-949-2887, (C) 011-290-2887, Email: jdlarge@aycc.anyang.ac.kr

AeKyoung Large, Treasurer.

(C) 011-290-2887,
Email: laraeky1@cholian.net

Mary-Jane Scott, Secretary.

Soongsil University Language Center. (W) 02-820-0774, (C) 011-9539-0098, Email: mjssu@yahoo.com.au

Yong-Il Hong, Webmaster.

(C) 019-476-0158,
Email: Hong01@hanmir.net

Hee Jung An, Publicity Chair.

(C) 011-9209-4721,
Email: hardnose@hanmail.net.

Jiyun Kim, ASK Editor.

(C) 011-216-9140,
Email: seoulchapter_nl@yahoo.com

Mark Turnoy, ASK Co-Editor.

(C) 011-9035-9742,
Email: mturnoy@hotmail.com

Dr. Peter Nelson, Member at Large.

ChungAng University. (W) 02-820-5396, (C) 016-211-5396, Email: peterprofessor@hotmail.com

Dr. Kyungsook Yeum,

Immediate Past President.

Sookmyung Women's University. (W) 02-710-9777, (C) 016-239-2181, Email: yeum@sookmyung.ca.kr

Gwangju-Jeonnam Chapter Officers

Maria Lisak, President.

Chonnam National University, Language Education Center, (W) 062-530-3636, (C) 010-3144-0562, Email: koreamia@chonnam.ac.kr

Sean Coutts, Vice President.

Chonnam National University, Language Education Center, (W) 062-530-3643, (C) 019-828-7326, Email: scoutts@chonnam.ac.kr

Rodney Allison, Secretary.

Gokseong Girls Middle School, (C) 019-841-4611, Email: rallison1@collegeclub.com

Perry Broe Perry, Treasurer.

Christian College of Nursing, Gwangju, (W) 062-676-8157, (C) 011-9441-2588, Email: pbperry@ccn.ac.kr

Yeon-seong Park, Membership

Coordinator. Chonnam National University, (W) 062-530-3645, (H) 062-261-9804, (C) 016-9601-9804, Email: pypspark@yahoo.com

Kasia Auer, Membership Coordinator

Chonnam National University, Language Education Center, (W) 062-530-3636, (C) 018-540-5221, Email: kasia@chonnam.ac.kr

Dr. Gyeonggu Shin, Webmaster

Chonnam National University, Dept. of English Language & Literature, (W) 062-530-3158, (WF) 062-530-3159, (H) 062-234-8040, Email: ggshin@chonnam.ac.kr

North Jeolla Chapter Officers

Phil Owen, President

Kunsan National University, Dept. of English Language and Literature, (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: phil_owen99@yahoo.com

Allison Bill, Vice President

Jeonju University, (W) 063-220-2670, (C) 019-672-5393, Email: allison_bill1@hotmail.com

Adam Lee, Treasurer

Kunsan National University, (W) 063-469-4334, Email: adamrlee@yahoo.com

Nick Ziegler, Secretary

Jeonju University, (W) 063-220-2673, Email: cholla_kotesol@yahoo.com

Tammy Park, Membership

Coordinator

Dankook University, (C) 011-675-8937, Email: parktammy@hotmail.com

Todd Terhune, Webmaster

Hannam University, (W) 042-629-7335 (H) 042-628-9850, Email: todd@taterhune.net

Daegu-Gyeongnam Chapter Officers

Dr. Steve Garrigues, President.

Kyungpook National University. (H) 053-952-3613, Email: sgarrigues@ad.umuc.edu

Jake Kimball, Vice President.

ILE Academy, Email: ilejake@yahoo.com

Dr. Joon-Kee Chae, Treasurer.

Kyungpook National University. (W) 053-950-5279.

Jae-young Jo, Library.

Jung-Dong High School. Email: jjyoung7@hotmail.com

Yungho Park, Webmaster.

Daegu Exhibition & Convention Center. (C) 016-521-8006, Email: yunghop@hotmail.com

KOTESOL Departments

Special Interest Groups (SIG)

Research SIG

David D. I. Kim, Facilitator.

(C) 017-273-6305,

Email: kotesolresearchsig@yahoo.com,

kdi@yonsei.ac.kr, kdi.kim@utoranto.co

Teacher Education & Development SIG

Kevin Landry, Facilitator.

(C) 016-373-1492,

Email: landry@gist.ac.kr

CALL SIG

James Trotta, Facilitator

Catholic University of Korea.

Email: jim@eslgo.com

Young Learners SIG

Jake Kimball, Facilitator

(W) 053-782-2330,

Email: ylsigkr@yahoo.com

Writing & Editing SIG

Adam Turner, Facilitator.

Email: ifli@hotmail.com

English for the Deaf SIG

Dr. Marilyn Plumlee, Facilitator.

Hankuk University of Foreign Studies, College of English. 270 Imun-dong, Dongdaemun-gu, Seoul 130-791.

(W) 02-961-4668, (H/HF) 02-976-

9186, (C) 016-838-9186,

Email: mariplum@yahoo.com

KOTESOL Teacher Training (KTT)

Dr. Peter Nelson, Coordinator.

Chung-Ang University, Dept. of English Ed., Huksok-dong, Tonjak-ku, Seoul 156-756. (W) 02-820-5396,

(WF) 02-815-5137, (C) 016-211-5396,

Email: peternel@cau.ac.kr,

peterprofessor@hotmail

Membership Data Services

Kevin Landry, Data Manager.

Gwangju Institute of Science and Technology (GIST), Center for International Students and Scholars, 1 Oryong-dong, Buk-gu, Gwangju, 500-

712. (W) 062-970-2068, (WF) 062-970-

2099, Email: LKLANDRY2002@yahoo.ca,

Landry@gist.ac.kr Membership

Application Form Fax: 0505-505-0596

Dr. Robert J. Dickey, Data Reports.

Email: rjdickey@content-english.org

Kevin Parent, Data Management

Programming.

Email: ksparent@yahoo.com

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; language schools, 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 9 active chapters; North Jeolla, Gwangju-Jeonnam, 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 quarterly 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 the chapter with which you officially signed up).
7. Receive 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. Receive opportunities to build a *network* of important professional and cross-cultural contacts.
9. Have access to the latest in quality *teaching resources* and related materials.
10. Have access to *employment* postings and the Employment Center.
11. Receive *professional recognition* as a member of the leading multi-cultural EFL organization in Korea.
12. Receive opportunities to *give presentations* at KOTESOL venues and *publish articles* in *TEC*, the *Korea TESOL Journal*, *Conference Proceedings*, etc.
13. Receive 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 are 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@asia.com

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

Payment by Cash Check Online transfer *Please make online payments to "대한영어교육학회 (KOTESOL)" at Kwangju 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: _____

Once the transfer is completed, please inform the Treasurer at: disin@chosun.ac.kr

Chapter Affiliation (check only one): Seoul Suwon-Gyeonggi Cheongju Daejeon-Chungnam Gangwon
 Daegu-Gyeongbuk Busan-Gyeongnam North Jeolla Gwangju-Jeonnam 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:

School / Company Name

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"/> Testing | <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Research |
| <input type="checkbox"/> Christian Teachers | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> Other: _____ |

Date: _____ Signature: _____

Send this form to: (Fax) 0505-505-0596 or (Email) : kotesol@asia.com
 Anyone can join KOTESOL by attending a local chapter meeting.

www.kotesol.org

The Korea TESOL Journal

Information for Contributors

Editorial Policy

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

1. Classroom-centered research
2. Second language acquisition
3. Teacher training
4. Cross-cultural studies
5. Teaching and curriculum methods
6. Testing and evaluation

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

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

The *Korean 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, inclusive of 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 materials, 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. Reviews submission deadline: **August 1, 2004.**

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. Dongil Shin, Editor-in-Chief, at
shin@sookmyung.ac.kr

Submissions received before **September 30th** will be considered for publication in
Korea TESOL Journal, Volume 7.

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 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.

5. 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.

6. 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 Publications 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 Co-chair of the National Conference Committee for the first year of the term. In the second year of the term, the Co-chair 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 Chairs 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.