



**KOTESOL**  
대한영어교육학회

## What's Inside?

Korean ELT and KOTESOL  
Part 2  
*Robert J. Dickey*

Korea 30 Years Ago  
*David E. Shaffer*

Resources for Writers  
*Adam Turner*

Developing Tests  
*Douglas Margolis*

Activity-Based Learning  
*Jake Kimball*



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

## Silent Way Silence: Saving the Baby from the Bathwater

The Silent Way is a methodology too readily dismissed wholesale: "It wouldn't work for big classes," "It's too time-consuming," "It's confusing." The fact is, though, it is more often a case of "I don't get it" or "I don't know how to do that." Like the other humanistic approaches, i.e., Lozanov's Desuggestopedia or Suggestopedia, Curran's Community Language Learning (CLL) or Counseling Learning, and Asher's Total Physical Response (TPR), Dr. Caleb Gattegno's Silent Way focuses on the student but relies heavily on the skills of the teacher. It requires specialized teacher training.

In this way, it differs from Communicative Language Teaching (CLT), where the "exercise" often carries itself. This can be used as a test of whether a lesson is communicative or not: If the teacher can leave the room, it is; the teacher is acting as a facilitator. The communicative teacher walks into the class exhausted, as all the work of preparing a student-centered lesson is done beforehand. However, as with the other humanistic approaches, the Silent Way is halfway between being teacher-centered and student-centered. In the Silent

*Continued on page 8.*

September 2004

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KOTESOL 국제 학술대회

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## Focusing on the Fall: Conference 2004

**Dear KOTESOL members,**

One of the hottest summers in Korea in ten years has passed and we are now heading toward the middle of the fall. I hope my message finds you all well. While writing this message, my last presidential message for this newsletter, I recall the day I delivered my first KOTESOL President's message at the general meeting last October and how excited I was! Several wonderful words – KOTESOL, challenge, commitment, volunteer, passion, dynamics, mission, implementation, and conferences – have been my favorite choices since I assumed the KOTESOL presidency. With mixed feelings of joy and regret for plans implemented and plans not, I would now like to focus on the single word, conference.

### President's Message

By Myung-Jai Kang

As you well know, our upcoming 12th Annual KOTESOL International Conference will be held at Sookmyung Women's University on October 9th and 10th. I am so delighted and proud to inform you that we will have an excellent group of plenary and featured speakers comprised of Dr. Paul Nation (Victoria University, New Zealand), Dr. Joy M. Reid (University of Wyoming, USA), Dr. Kathleen Graves (School for International Training, USA), Dr. Frank Otto (Brigham Young University, USA), Dr. Kensaku Yoshida (Sophia University, Japan), Dr. Joseph Lo Bianco (University of Melbourne, Australia), Dr. Brain Paltridge (Sydney University, Australia), British Korea expert Michael Breen, and English teaching celebrity Lee Boyoung (EBS, Korea). In addition to this wonderful group of invited speakers, we are expecting more than 100 presentations covering various ELT subjects and issues targeting all educational levels, with more than half of the presenters coming from abroad.



To add to this exciting event will be a Korean dance troupe performance as a cultural treat, displays of the latest ELT materials and resource books, an ELT employment center for job hunters, and workshops, presentations, and panel discussions by Special Interest Groups and Chapters of KOTESOL.

Conference preparation has been a painstaking, year-long endeavor by a dedicated group of volunteers lead by Conference Committee Chair David Kim and a number of other Council members. I would like to extend my sincere thanks to these dynamic KOTESOL Committee members, and especially recognize David Kim's marvelous job as Conference Chair. This is without a doubt the hardest working and most vital committee in our organization. I am confident that this coming October you will experience one of the most successful KOTESOL conferences ever.

Providing your support is the key to the success of the Conference. Please mark the dates on your calendar and plan to attend to make your two days at the Conference enjoyable, and even unforgettable, through networking with scholars and colleagues, attending presentations, and examining ELT materials. The annual elections will also be held at the Conference. Be sure to vote for the candidates of your choice running for the six elected offices. For updated information on Conference 2004, please check the KOTESOL website, [www.kotesol.org](http://www.kotesol.org).

Since this is my last President's Message in The English Connection (TEC), I would like to express my heartfelt gratitude to all the Executive Council members, including our 1st Vice-President, Dr. Kyungsook Yeum, who have worked as a dedicated team during my term, investing enormous time and energy to develop KOTESOL into a better organization.

Indeed, it has been my great honor and pleasure to have served as president of KOTESOL and worked with these professionals and for members like you. My special thanks goes to Dr. David Shaffer for fulfilling his multiple roles as an advisor, Deputy TEC Editor, and National and Conference Treasurer during my term. I would also like to thank the past presidents, Dr. Sangdo Woo, Dr. Joo-Kyung Park, Dr. Sangho Han, Dr. Robert Dickey, Dr. Oryang Kwon, and Dr. Kim Jeong-ryeol who have advised me in a timely manner whenever help was needed.

Last but not least, I greatly thank all of you as KOTESOL members for your support and cooperation during my term as president and hope for your continued commitment and enthusiasm for KOTESOL in the years to come. You are the KOTESOL dynamic.

Best wishes,

Myung-Jai Kang  
President of KOTESOL

# THE ENGLISH CONNECTION

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*Dear Readers,*

It is a privilege to serve KOTESOL as *The English Connection's* new Managing Editor. Our Interim Editor-in-Chief, Mrs. Louisa Kim, served TEC well for six months, and deserves our thanks. It was her hard work and diligence that kept the TEC presses rolling. Although the transition has been challenging, it has also been immensely satisfying to collaborate with the current TEC staff of editors and writers. I firmly believe that KOTESOL's greatest asset is its membership, and I feel fortunate and energized to be able to work with my team, all of whom are volunteering their time, energy, and experience.

Over the past four months, I have been surveying members for feedback on issues relevant to the production of TEC. The responses I've gotten are encouraging but unclear. To date, the survey's only consistency is that opinions widely vary regarding TEC's content, style, and appearance. Undoubtedly, KOTESOL maintains a diverse membership! By leafing through this issue you will see a number of changes that I hope meet with your approval. You may also expect additional changes and additions in upcoming issues.

Beginning with this Pre-conference Edition, you will find:

- A two-column format for easier readability
- Minor cosmetic changes
- New columns added:
  1. EFL Law by Dr. Paul Robertson, President of Busan Chapter.
  2. Distance Learning, a column devoted to our members who are pursuing MAs via distance learning. This column will (hopefully) be authored by rotating contributors.
- The addition of Douglas Margolis as the regular columnist of Training Notes. Douglas is pursuing a PhD at the University of Hawaii but has agreed to support us with his regular contributions.



The TEC survey also indicates that a majority of our readers are practicing, classroom teachers who want more ideas for classroom activities. Years ago, TEC published "Techniques," a column catering to this KOTESOL niche. Many long-term KOTESOL members will recognize this well-received column as one which has gone the way of the dodo. Accordingly, we would like to resurrect "Techniques" as soon as a column editor is found. In the mean time, feel free to submit lesson plans that have worked for you. Also, since Koreans make up 40+% of our membership, we would also like to encourage Koreans to submit articles for a potential new column focusing on the Korean context. Finally, a Calendar Editor is also needed to replace our previous Calendar Editor.

Despite TEC moving from a bi-monthly to quarterly, it is still an enormous undertaking to produce this publication. New articles and columnists are being sought and our survey of reader satisfaction continues. The net result is a better-than-ever TEC with greater variety of content that meets the needs of our readers.

From my experience in meeting members and visiting chapters, I know that KOTESOL has a diverse and quite talented membership. I would like to encourage each of you to consider contributing to TEC in a way commensurate with your ability and interest. We are especially interested in articles for:

- Short and long features
- CALL
- Distance Learning
- Global Contexts
- Techniques

Enjoy reading your redesigned TEC! I hope to see you at the International Conference, where I will be collecting more input.

**Jake Kimball**  
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*Continued from page 1.*

Way, there are often no formal textbooks or handouts. The student-teacher dynamic is intense. So if the teacher left the room, learning would most likely cease.

Ironically, but not surprisingly, one of the essential skills required in the Silent Way is silence. This is probably the most enigmatic yet potent aspect of the approach. How does one teach without talking? In a country steeped in the tradition of the translation and deductive explanation of the Grammar-Translation Method (GTM), the tapes and modeling of the Audio-Lingual Method (ALM), and the native speaker and comprehensible input of the Direct Method (DM), silence is unheard of. But in the Silent Way, the teacher does speak at times and what is said, is very effective in realizing the approaches goals and principles. This paper argues that silence is especially effective in error correction and guiding students into “grasping the spirit” of the English language.

### **The Silent Way**

First briefly, what is the Silent Way? The Silent Way is a humanistic approach devised in the 1970s by Egyptian born Caleb Gattegno (1911-1988). When he taught his classes in math and languages using this approach (he did not consider it a method), they were so dramatically successful that he was often referred to as “The World’s Greatest Teacher” (Pint, 2000). Its principles and techniques have been used by the US Peace Corps to teach foreign languages around the world, including Korean, and is still promoted in institutions worldwide, including in the US (Educational Solutions, Inc., founded by Gattegno), Japan (The Center for Learning), and France (Une Education pour Demain). As an approach, it is almost always used exclusively and not in conjunction with other methods; it is taught in all or not at all. But, as the saying goes, “Don’t throw the baby out with the bathwater.”

### **The Bathwater: The Charts & Rods**

Let’s face it, the accompanying charts and rods are a hard sell. They don’t work particularly well for a large class, they are time consuming, and they are confusing. What are they? Simply put, the Sound-Color Chart associates a sound with a color (or combination of two colors for diphthongs), the Fidel Chart then illustrates the possible spellings for each sound, and finally, the Word Charts (containing key vocabulary items) demonstrate how each word is pronounced by having each letter(s) represented by its phonetic color. The Cuisenaire Rods are small rectangular blocks of different color, depending on the rod’s length. They can be used for almost anything including grammar, vocabulary, and pronunciation. It is not within the scope of this article to explain how the charts and rods are used. For further explanation and demonstrations, the reader can visit the author’s homepage (Jensen, 2003). But suffice it to say, in a large class these materials can be hard to see, understand, and conceptualize. They also cost money.

It could be argued that with modification these techniques could prove useful. Here are two possible examples:

- Simplify the Sound-Color Chart to include only

pronunciation errors unique to Korean students. For example: /f/ - /v/, /l/ - /r/, the schwa. Then, when a student has difficulty with a sound, the teacher can silently point to the chart on the wall- “forced awareness.” This way, the chart would be less intimidating and more relevant for the Korean student.

- Modify the Cuisenaire Rods into Velcro and stick them vertically on the wall or put the rods on an overhead projector. These rods are particularly useful in forcing student awareness of word and syllable stress as well as word order. Other links to good uses for the rods (time, timelines, directions, dictation, graphs, comparisons, location, etc.) can be found on the author’s website (Jensen, 2003). The students discover, experiment, explore, and problem solve the possible structures spontaneously since the rods are intentionally ambiguous.

As in brainstorming, there is not “one” answer forcing students to become more creative generating the language themselves. (Note: The rods are rather expensive, so wooden chopsticks cut into shorter sections could be used instead.)

Nonetheless, unlike a textbook with a teacher’s manual that explains the lesson step-by-step - including grammar, vocabulary, assigning groups, and homework - the use of these charts and rods requires a great deal of initial patience, training, experience, and belief on the part of the teacher and student(s) to be effective. They require a workshop more than a manual, and these specialized workshops are increasingly hard to find.

### **The Baby: Silence**

Not a lot of bathwater is associated with silence. However, one aspect of silence that teachers and student teachers find difficult to accept is the Silent Way teacher being required to neither criticize nor praise the student. You would not hear a Silent Way teacher saying, “Good job” or “You didn’t study enough.” The reason: The student needs to learn to reward and criticize themselves in order to become independent and responsible learners. This is hard in a culture with a strong patriarchal student-teacher relationship. However, as students progress, it may be beneficial to reduce the amount of external reinforcement and motivation and allow them to internalize it.

### **Silence: Error Correction**

Traditionally in Korea, in keeping with the principles of the teacher-centered methods, particularly GTM and ALM, teachers correct student errors immediately, thoroughly, and deductively. The teacher is the expert and authority that the student looks to for answers and feedback. The student walks into the class and “receives” the lesson that he will later be tested on. As a humanistic approach, the Silent Way sees the student as an active and critical component in the learning process. The student’s learning is primarily the responsibility of the student. The student cannot sleep, as he needs to be alert at all times, so much so that the Silent Way teacher is not to repeat himself. The student is constantly engaged in the learning process, and

the ultimate goal is to nurture students into autonomous, independent, responsible learners.

The order in which error correction occurs is first by the student (self-monitoring), then by fellow students (peer correction), and finally by the teacher, if at all. Two quotes commonly associated with Gattegno are "Teaching is subordinated to learning" and "The teacher works on the student; the student works on the language." That is to say, the teacher doesn't teach or tell but, instead, creates or "engineers" situations which will "force awareness" of what is to be learned and then "gets out of the way." Errors are neither corrected deductively or inductively: No rules and no examples are given. The student then discovers, solves, experiments, collaborates, and corrects himself or others. In doing so, the student develops self-awareness and an "inner criteria" for judging correctness. The teacher gives guidance through minimal feedback and gestures.

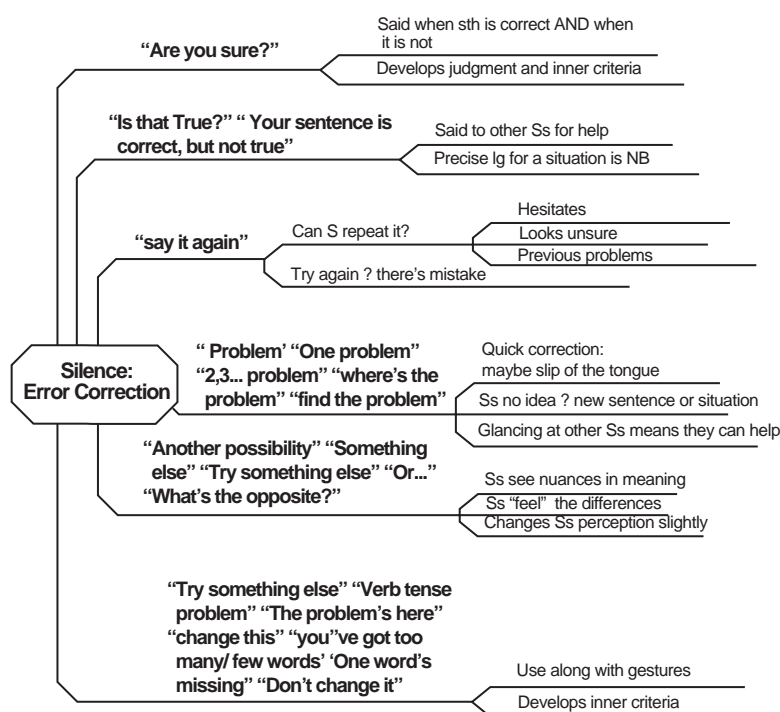


Figure 2: Error Correction (Based on Hanson & Young, 1998)

Here are four possible student-teacher exchanges with respect to error correction.

<p><b>T: What did you do this weekend?</b>                      S: Swimming                      T: You've got too few words.                      S: I go to the swimming.                      T: You've got too many words                      S: I go to swimming.                      T: Still too many.                      S: I go swimming.                      T: Verb tense problem.                      S: I went swimming.</p>	<p><b>T: What did you do this weekend?</b>                      S: I played. (<i>The student is not a child.</i>)                      T: Your sentence is correct, but not true.                      S: (<i>No response.</i>)                      T: (<i>Points to the verb.</i>) The problem's here.                      S: I played with my friends.                      T: Try something else.                      S: I met my friends.                      T: Say it again.                      S: I met my friends.</p>
<p><b>T: What did you do this weekend?</b>                      S1: I went to church.                      T: Are you sure?                      S1: (<i>Thinks.</i>) Yes.                      T: (<i>Turning to another student.</i>) Is he right?                      S2: I think so.                      T: (<i>Asks the same student.</i>) Is he right?                      S2: Yes.</p>	<p><b>T: What did you do this weekend?</b>                      S1: I went to the church.                      T: One problem.                      S1: I go to the church.                      T: Two problems.                      S1: (<i>Long pause.</i>)                      T: (<i>Turning to another student.</i>) Find the problems.                      S2: I went to church.</p>

### Silence: Grasping the Spirit

The spirit of the language refers to its phonological and suprasegmental elements or, in simple terms, its sound: pronunciation, intonation, stress, rhythm, and melody. This aspect presupposes that the teacher himself has a grasp on the language's spirit. Unfortunately, in Korea, as in most all Asian countries, this is not the case. Why not? Instruction usually focuses more on grammar and

vocabulary; teachers were instructed by teachers lacking the ability; in an EFL environment, non-native English teachers do not have or have not had sufficient exposure to an English-speaking environment to acquire it; and the teacher does not feel confident enough or is not convinced of its importance. Consequently, the spirit of L1 is transferred to L2.



Korean is a syllable-based language and English is a time-based language. With the exception of the sentence-final syllable (yo, na, ji), each syllable receives about the same stress. To an English speaker, Korean can sound like a machine gun, then finishing with a Doppler Effect. English, on the other hand, has syllable and word stress. A stressed element is louder and longer. Koreans generally have no difficulty with the “louder” aspect, but struggle with the “longer.” When a syllable is unstressed in English, the vowel sound is very often reduced to the short and relaxed schwa as in “today”/tə-də/. Unstressed words follow the same pattern (“to” becomes /tə /, you, /yə /). Other words can be reduced, contracted, blended, or linked. To a Korean speaker, then, English can sound like a barking dog or music (depending on your opinion of English).

Recently in Korea, there has been more emphasis placed on grasping the spirit. This is evidenced in the changes made in middle school and high school textbooks, TV English programs, and English institutes with native speakers. A native speaker can usually tell whether someone has spent an extended time studying abroad (at least six months) after hearing only one word. The person’s language has more of an authentic sound to it; it’s more pleasing to the ear. The spirit of the language is therefore teachable past adolescence.

It is also useful. Knowing the difference between the written and spoken word improves listening comprehension and the students’ ability to express themselves better. (This is so fundamental that traditionally the first 30 hours of instruction in an exclusively Silent Way class is devoted to the study of the

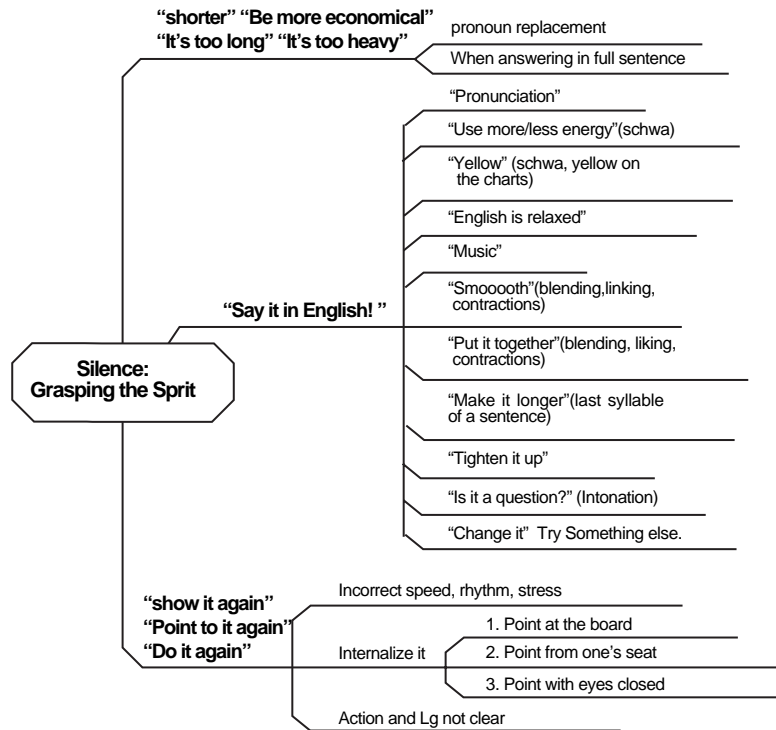


Figure 3: Grasping the Spirit (Based on Hanson & Young, 1998)

sound of English.) If students expect to understand and hear clearly every word spoken, they will become frustrated. If students speak in a monotone manner without inflection, stress, or intonation, the native speaker will become frustrated. It’s not just what is said, it’s how it is said that conveys meaning. So, even though it can be difficult for some teachers to work on the spirit of English for themselves and their students, it is sure to be worth the effort in the end.

[Teachers and students wanting to learn more about the spirit of the language can refer to Improving Oral Communication (Handschuh, 1990) for rhythm, stress, and intonation and to Whaddaya Say (Weinstein, 1982) for linking, blending, and reduction.]

**Here are four possible student-teacher exchanges with respect to grasping the spirit of English.**

**T: What’s your name?**

S: My name is Kim Soo-young.

T: Make it shorter.

S: Soo-young.

T: What’s your sister’s name?

S: My sister’s name is Ji-young.

T: Be more economical.

S: (Long pause.)

T: (Teacher counts to 2 with her fingers representing the first and second word in the sentence, shakes her head “no” and holds up a single finger.)

S: Her name is Ji-young.

**S: HOW - DO - YOU ? SPELL - IT?**

T: (Moving her palms together.) Put it together.

S: HOW-DEE-YA SPELL IT?

T: (Holding up three fingers, pointing to the second and third finger) Less energy.

S: HOW-dee-ya-SPELL-IT?

T: Smooooth!

S: Howdeeya SPELL IT?

T: (Acting like a conductor waving her finger up and down rhythmically for the first three words, then moves her thumb and index finger quickly together for the last two.) Tighten it up.

S: Howdeeya SPELL it?

S: I - AM - GOING - TO - SEOUL - TOO - DAY.  
 T: Say it again - in English.  
 S: (*Thinking.*) I'm gonna to Seoul TOO-DAY.  
 T: (*Writes the sentence on the board, points to "going to."*) Don't change it.  
 S: I'm going to Seoul TOO-DAY.  
 T: (*Pointing to "Seoul."*) More energy.  
 S: I'm going to SEOUL TOO-DAY.  
 T: (*Points to "to" in "today."*) Relaxed.  
 S: I'm going to SEOUL ta-DAY.  
 T: (*Points to "day" in "today."*) Make it longer.  
 S: I'm going to SEOUL ta-DAAY.

T: What kinda food deeya like?  
 S1: I like lice.  
 T: Pronunciation.  
 S1: (*Thinking.*) I like lice.  
 T: (*To another student.*) Is that OK?  
 S2: No. I like rice.  
 T: (*Looks at S2, points to S1.*)  
 S2: (*Facing S1.*) I like rice.  
 S1: I like lice.  
 S2: (*Making a tight "O" shape with his lips and circling his finger around them.*) I like rrrrrrice.  
 S1: (*Imitating S2's gestures.*) I like rrrrrrice.

### Conclusion

The history of English teaching methodology is interesting. A new methodology often springs from the weaknesses of its predecessor, with the role of the teacher constantly changing. ALM added a science to the unscientific GTM; DM adds a naturalism to the mechanized conditioning of ALM; the humanistic approaches (SW, Desuggestopedia, CLL, TPR) react to previous methods' teacher-centeredness and becomes more heuristic and holistic; CLT moves away from specialized teachers and focuses on specialized lessons; task-based learning works to make the lessons less specialized in functions and notions and more holistic and product-orientated. Finally, with the advent of the Internet and e-learning, the learner, or learners, are in control of their learning. Unfortunately, it is often the case that when a new method arises, the previous method is completely dismissed or forgotten. However, if you see value in this paper's defense of the silence of the Silent Way, you will agree that it is wrong to throw the baby out with the bathwater.

### The Author

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interests are in blending e-learning with creative dramatics.

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## **Make a difference.... Create the future!**

### **Vote in the National Elections!**

1st Vice-President	Treasurer	Conference Committee Co-chair
2nd Vice-President	Secretary	Nominations & Elections Committee Chair

Elections for National Executive Offices will be held on October 9th & 10th at the International Conference.

**Information on the candidates on pages 46 and 47.**

## **KOTESOL NATIONAL ELECTIONS**

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

## **"Sharing Challenges, Sharing Solutions: Teaching Languages in Diverse Contexts"**

By Robert J. Dickey

When is Asia not Asia? Depends on how you define Asia. The PAC conferences had traditionally been "orient-Asia," located in Bangkok, Seoul, Kitakyushu, and Taipei, but Vladivostok provided a far different context.

Hosted by the Far Eastern English Language Teachers Association (FEELTA) at Far Eastern National University's downtown facility in Vladivostok, Russia, June 24-27, 2004, PAC5 was an enjoyable eye-opener for those of us who participated.

The Pan-Asian Conferences are a joint project of five, now six, organizations: ThaiTESOL, Korea TESOL, JALT, English Teachers Association (Taiwan), and FEELTA. ELLTA (Singapore) joined PAC, the Pan Asia Consortium, in ceremonies at the conference.

Before reading further, let me observe that this was an enjoyable conference. On the purely social and personal enjoyment level, there are few conferences I have attended that can compete with PAC5. Furthermore, I take this chance to express my thanks for KOTESOL's travel grant award of 500,000 won plus the "official representative" benefit of complimentary lodging and conference registration fee waiver.

Many would argue, no doubt, that the main focus of any conference is the presenters, and that the plenary and featured speakers play a large part in that. Unfortunately, that is also the most subjective of any conference assessment, because each attendee has their own aims, teaching/learning philosophies, and past experience at conferences. However, it would be fair to say, as others have said, that this PAC conference was far less "Asian" in terms of the sessions - this does not refer to the ethnicity of the speakers, but the approaches and issues tackled. Of the international invited plenary speakers, only two specifically targeted Asian learners in their presentations, although several referred to Asian learners to some extent. There were also three plenary speakers from Russia (two from Vladivostok, one from Moscow).

Additionally, there were the traditional PAC featured speakers - each partner organization names one presenter. And PAC-Panels, featuring speakers from each partner, discussing issues crossing borders. Overall, there were over 300 sessions by over 400 presenters working in 24 different countries. Similar to my previous experience at a FEELTA conference, and not unlike some other ELT


conferences, there was a strong focus on linguistic and language-heritage elements of English education (including culture) and less on communicative methods than we usually see at KOTESOL conferences.

Approximately 600 practitioners, researchers, and undergraduate and graduate students from 17 countries attended PAC5, plus another 75 students participating in AYF came in to the conference for a bit. There were 75 conference participants from Japan, 12 from South Korea, and several from North Korea.

The conference was held in a downtown facility of Far Eastern National University, off the main campus. Being in the center of town offered a number of advantages. In addition to the "canteen" in the basement serving coffee, tea, and assorted baked items along with lunches, there were dozens of restaurants and shops within walking distance - if we only knew where! The conference site was also within walking distance of all recommended hotels. Unfortunately, there were no maps, and the recommended restaurants were hard to find. Vladivostok is a neat town to "get lost" in, but not during a short lunch period!

Most conference visitors from abroad were shocked at how things could be even more expensive than Japan. The conference registration fee of US\$100 included coffee/tea and cookies. Visas were slow and expensive. The airfare ranged from 580,000 to 1,000,000 won. Most hotel rooms were over \$60, and there was no provision for less expensive accommodations, such as inns.

There were social events and tours every evening, as well as the day prior to the conference. These included things like local museums and churches, parks, monuments, bay-front walks, and restaurants. These were fairly inexpensive, led by volunteer guides who did a good job, and a nice opportunity to see the town and interact with conference attendees, both internationals and Russians. Of course, the long daylight hours of Vladivostok summers make these easier. There was also a farewell party in the great Russian tradition.

Conference local attendees and numerous staff (particularly the graduate and undergraduate students) were wonderful, often leading inquiring visitors to shops or other places of interest (like the post office, or the tailor - I caught my trousers on a seat handle and needed a quick repair!) 

# Why Attending Pan Asian Conferences Is Good for You!

This June, KOTESOL sponsored several Korea-based teachers to share our perspectives and enrich our teaching practices by attending the 5th Pan Asian Conference, which was sponsored by the Far Eastern English Language Teachers Association (FEELTA) in Vladivostok, Russia. While attending, we fulfilled KOTESOL's mission: "to promote scholarship, disseminate information, and facilitate cross-cultural understanding." It was indeed with the complementary spirit of openness, acceptance, and sincerity that FEELTA welcomed us. At week's end, we (KOTESOLers, Asia TEFLers, KATers, and other teachers from Korea) left the PAC5 Conference with a more colorful understanding of the key issues facing our discipline as a whole and each region in particular.

Here, then, are my reasons why attending international conferences are good for you - five great reasons, which I am



confident will impact your future decision to finance participation in such a conference yourself.

## Exploring the Host Country's Culture

Let your worldview become reconfigured by the notion that Eastern Russia occupies a veritable corner of Asia. Sense that, despite our collectivist bearing and our tendencies to use "we," gather in groups, and "have a merry time," Russia hardly feels like Korea in the Asian sense. Does this have something to do with the feeling on the street - the European architecture, the absence of flashing billboards, or the acceptability of sporting sexier, bolder clothing? Ask yourself why you have not yet strutted in a micro-mini. Then do so in Vladivostok without fear of comment. Go inside the canteens, the pizza joints, and the tented hang-out spots along the wharf where you, too, can learn firsthand about the updated customs of Russian eating and drinking culture. Put aside your assumptions about vodka and make room on your table for Russian beer and Georgian and Moldavian wine, the drinks of choice among younger Russians. Head back to catch the PAC5 Welcome and Closing Ceremonies, where you can relish these new distinctions and be free to try new drinks, sing new songs, and dance to new rhythms with like-minded professionals. Enjoy how good it feels to be welcomed by the host, Galina Lovtsevich, who repeatedly exclaimed, in bubbling enthusiasm and characteristic sincerity: "Welcome our friends," "It is an especial pleasure," and "In the spirit of sharing." Heck, when else can you get the necessary VISA support which allows you to indulge in this Russian spirit and passion for teaching and learning?

## Networking with Colleagues in the Asian Region

When you hear the words international conference, instead think prime meeting grounds! Forge friendships and engage in new discussions with such presenters as Udaya Shastry about teaching English in rural India, with Saksit Seangboon about the problems and solutions of CLT in Thailand, or with Kip Cates and Maria Lebedko about cross-cultural issues in the classroom. Discover parallel challenges and diverse solutions. Catch whiffs of conversations about others research projects, find out the best and worst salaries in the region, and network for job leads during session breaks in the dank hallway of the Far Eastern National University Library. Enjoy the instant coffee and introduce yourself to a stranger. At the very least, take the opportunity to add exotic business cards to your collection.

## Get In on the Gossip!

Catch those buzzwords and clarify what they mean. Learn why Stephen Krashen's talk on "Free Voluntary Reading" went down better with native speakers from countries rich in resources, but not so well in countries where theory is only a pipe dream because books themselves are hard to come by. Find out why John McRae from Nottingham University gets numerous international invitations to speak about the elusive fifth skill. Exclaim that English is an Asian language and learn from Larry White how to substantiate this claim.

## Be Opened by Surprises and Adventures

Fly with Vladivostok Air and be ready to return to the retro 70s of "stewardesses" in Technicolor turquoise uniforms and polyester red scarves. Read pectopah, as restaurant. Join the North Korean delegation in the canteen over lunch and assure Mr. Kim from North Korea that red beet and mayonnaise is a delicious dish and that *pelmeli* is like *mandoo*. Find out about the challenges and opportunities the British Council has in teaching about CLT in Pyongyang. Sing, dance, and shed a tear over an impromptu live performance of Arirang by North Korean academics with their South Korean counterparts. Realize that - given the right conditions - you, too, can dance with the wildest of the Russian teachers before night has fallen, with barely a glass of "tasty" Georgian wine down the gullet!

## Feel Simulated, Refreshed, and Inspired

Arm yourself with a renewed vigor to teach. Share your ideas - via a workshop, poster presentation, or post-presentation discussion - and feel validated by the support and feedback you receive. Come back to Korea refreshed, knowing that you have new techniques to try out. Finally,

ideas - via a workshop, poster presentation, or post-presentation discussion - and feel validated by the support and feedback you receive. Come back to Korea refreshed, knowing that you have new techniques to try out. Finally, add to all of these plusses the double bonus of a welcome addition to your resume!

So there you have it. I have highlighted five worthy reasons why PAC Conferences are good for you, English teachers in Korea. Drawing on the energy of the Pan Asian Conference 5 held in Vladivostok, Russia, I contend that international conferences can offer you rich personal and professional opportunities. If my appeal has convinced you, and you would like to start without a large outlay of cash, check out your upcoming, easy-to-access options:

**Expanding Horizons: Techniques and Technology in ELT**

October 9-10, 2004 at Sookmyung Women's University, Seoul, Korea.

**The Power of TEFL: Prospects and Challenges in Asia**

November 5-7, 2004 at Seoul Olympic Parktel, Seoul, South Korea.

Bon voyage and good luck!

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Toasting PAC 5: Melanie vandenHoven (left) with FEEL TA member and Asia TEFL member in Vladivostok, June 24, 2004.

## Announcing the Global Issues SIG

A forum for English teachers to discover, study, and talk about the events, activities, and ideas that shape reality for great swaths of humankind, but with origins and opportunities for action right here at home.

*It isn't satisfying enough to know that something needs to change! Teachers can do things to help make positive change happen! Help re-light the flame under the KOTESOL Global Issues Special Interest Group (GI-SIG). Email the facilitator today: Jack Large gisig@jacklarge.net.*



# ***KOTESOL's Nationwide Local Planning: The National Program Committee***

By Robert J. Dickey

Under the theme of empowering local aspects of KOTESOL, 15 local leaders met in Daejeon July 31 under the sponsorship of the KOTESOL National Program Committee. Rather than a meeting of national officers and chapter presidents, this gathering focused on chapter vice-presidents, SIGs, and other KOTESOL activists.

The agenda was loosely structured; the aim was, as Robert Dickey (National 2nd Vice-President / National Program Committee Chair) stated, that "today is more about process than product, getting chapters and SIGs to work together, to share, and to develop relations beyond presidents talking only to presidents."

There were three general approaches to information sharing: National informing local leaders beyond the chapter president level, local leaders sharing with peers, and local leaders informing National. Starting at 10:30 am, the morning program was designed to inform the local teams of options and opportunities, including budgeting and membership.

As there were many who had not had previous contact with each other and as part of the express aim was to develop closer ties, each chapter and SIG was introduced by their leaders, and attendees introduced themselves to the group. One outcome of the meeting was sharing of new contacts.


After a socializing lunch of Subway sandwiches and *kimbap*, working groups were formed for SIG facilitators and chapter leaders, with national officers taking a backseat. This was the first "public appearance" for the Christian Teachers Special Interest Group, and they were given time to introduce their concept and plans: not a

program for "missionaries" but a support group for Christians who teach English in Korea.

At the conclusion of the working groups period, all reconvened to share outputs and see how these might work well together. There were also a number of recommendations to other national committees (particularly Membership and Publicity). These mainly centered around issues of membership development and retention concepts.

Were the goals of the day accomplished? Naturally each attendee brought with them their own goals, but on the larger scale: Yes, communication bridgeheads were established. Yes, plans for the short-term (through September 30) and mid-term (through December 30) were penciled in. And yes, attendees left with more knowledge of other aspects in KOTESOL than they came in with. Perhaps the firmest testament to success was that there was a call for this type of working meeting to be held regularly.

As has become the norm in KOTESOL, the meeting ran longer than scheduled; we had planned to conclude at 4:30 but didn't close the meeting until 5:20 pm, and even then discussions continued in the walk out to busses, taxis, and even on trains to home cities afterwards. It is hoped that discussions continue between chapters and SIGs for months to follow.

The event was held at the KAIST Hi-Tech Venture Center, which was both comfortable and free! (Thanks are due to Louisa Kim for arranging this). As always, acknowledgements and thanks to all involved. 



Exploring the issues and problem solving at this summer's KOTESOL National Program Committee meeting.



# ***Korean ELT and KOTESOL: Where We're Been, Where We're Heading (Part 2)***

*By Robert J. Dickey*

## ***The History of KOTESOL***

While there have been teacher organizations for quite some time in Korea, one might say that prior to 1980 these had a principal focus on "research." Dr. Dwight Strawn (personal communication) reports that the founding meeting of the Association of English Teachers in Korea (AETK) was held at the USIS center in Seoul in October 1981, where he was chosen as the first president. The challenge of such a group of teachers is represented by the fact that, even twenty years later, that society, with its excellent newsletter, is still remembered as having been called "Dwight's club" by some Korean academicians. Most of the members, and the meetings, were Seoul-based. This led to the development of a second organization, loosely based in Daejeon, known as the Korean Association of Teachers of English (not to be confused with the group now known as KATE, formerly known as the College English Teachers' Association, who have published a journal since 1961). Jack Large, a founding member of this early KATE, freely admits using AETK as a model for the new group, and states that there was substantial cross-membership between the two associations (personal communication).

These KOTESOL predecessors were dedicated to the ideals of professionalism for native-speaker of English teachers and bringing global concepts of English education to Korea. Discussions concerning a possible joint conference and amalgamation ultimately resulted in the creation of a new group, known as Korea TESOL (shorthand, KOTESOL). About 150 people, roughly half of them Korean and half expatriates, were the founders. One of the principal concepts of the new organization was the creation of local chapters where there was sufficient membership to support them. The first KOTESOL conference was in 1993 at Wonkwang University in Iksan. While AETK and the old KATE merged, other organizations, more or less structured, continued to function with mostly expatriate memberships for several years, the Pusan Association for Language Teachers (PALT) was one example.

Consistent with the general dispersal of expatriate teachers at the time, KOTESOL in its earliest days was dominated by teachers in the tertiary setting. The numbers of hagwon teachers, both Korean and expatriate, climbed in the middle 1990s as membership climbed to nearly 800 members/conference attendees, then dropped back to mostly university members in the last year of the 20th century as membership slumped to less than 300 teachers. This was the time of the "IMF crisis," and also the point when membership was no longer required for conference attendance. Korean membership declined, proportionately, in the expatriate growth time of the mid-1990s; the proportion has climbed along with overall membership growth since the year 2000. Membership numbers were also affected by the creation and growth of

many other teacher organizations during the 1990s: YETA (1991), HETA (1995), KAMALL (1996), STEM (1999), KASELL (2000), KEES (2000), and MEESO (2000). KOTESOL currently has over 500 members, approximately 40% of these are Koreans, and roughly 67% of the membership works in universities.

## ***What KOTESOL Does***

What KOTESOL does or doesn't do, particularly at the national level, is often a point of concern for new members. It can be hard to list precisely; there are lots of intangibles and little items that are hard to group. As one example, the number of inquiries directed to the organization for various and sundry items runs into the dozens each month.

On the national level, KOTESOL organizes, facilitates, and funds. Fifty percent of all individual membership dues go directly to local chapters. The international conference is a major draw for memberships, and despite wonderful events such as this Seoul National Conference and the Jeolla and Busan Regional Conferences, no single chapter could put on the type of International Conference that we can do as a nationwide organization. The same is true of the newsletter, and of proceedings and journals. While this year's audited figures are not yet available, last year's

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***"On the national level,  
KOTESOL organizes,  
facilitates, and funds."***

---

numbers indicate that roughly 30% of total KOTESOL revenues were spent on the international conference and about 27% were spent on national publications. It is only because all our officers and staffers work as unpaid volunteers that we can keep our expenses as low as we do, a large part of our administrative costs go to travel reimbursements.

Special Interest Groups (SIGs) are a growing, yet still immature, part of Korea TESOL. We need more volunteers to commit to facilitating these - funds are available to support SIGs, and we have members who have expressed interest in participating; we simply lack facilitators, people offering time to help coordinate activities.

KOTESOL is not a labor union, and does not become involved in legal issues between teachers, employers, or immigration. It should suffice to say that Korea is not North America, and union-like activities are carefully supervised here. There is a belief by those in KOTESOL leadership that the organization can do more for the long-term good of expatriate teachers in these legal areas through moderate, careful, and tactful policy discussions

than by interceding directly in individual cases.

KOTESOL has supported special projects. A book was written several years ago, unfortunately, we have not had a bilingual person motivated enough to push it to a book publisher, so only a few copies were printed. Other book and training projects are being discussed, and KOTESOL Teacher Trainers is once again getting itself out in the field. If you have a proposal for a special project, bring it to the attention of the national officers.

For those who choose to take on responsibilities in the organization, KOTESOL provides a strong resume item. KOTESOL is the local affiliate of TESOL International, and also an affiliate of IATEFL and several Asia-based societies. For those who will be relocating to other lands, we have been told repeatedly that "writing KOTESOL on the resume" was a strong factor in gaining good jobs.

Can KOTESOL do more? Surely we can, with more volunteers. The treasury is not empty, unlike a few years ago, and the national council have expressed willingness to spend money to support activities that support teachers. Would you believe that something like 5 million won per year goes unspent because planned activities do not occur? That is because we want these things to happen, we plan to support them, but then no one steps up to manage the job. The same few people, year in and year out, just cannot do everything... they are teachers too! Remember, there are no salaries or grants paid for work done in KOTESOL.

### **Conclusion/The Future**

It seems clear to me that KOTESOL needs to do more for our membership in very tangible ways, things that will be perceived as valuable by teachers. We have lost our base with hagwon teachers, many of whom teach children at least part of the time. Perhaps of more importance, however, is the issue that KOTESOL has never attracted even 10% of the expatriate teaching community, most of whom simply survive a year or two of employment in schools and then move away from Korea. We cannot impact the quality of education in Korea to a great extent when most of the expatriate teachers are not participating. It seems to me that we need to do more for chalkface teachers, including training and support materials. We need to show them what KOTESOL showed me: an opportunity to interact with others so that we can teach better and more enjoyably. We have been trying to figure out, since the beginning, how to make inroads with language school bosses, to help them raise the quality of education at their schools through encouraging their teachers to participate in professional development programs with KOTESOL.

A couple of years ago, I made the remark before the Korean English Education Society (Dickey, 2002) that I expected and hoped that, at the time of my retirement (presumably about 2023), Korea would no longer be dependent upon expatriate native speakers of English, that Korea would have a plentiful group of near-native speaking English teachers to carry on the work. I reiterate that statement here. I believe that KOTESOL can be a force for

empowerment of local teachers while still supporting the currently needed expatriate teachers, many of whom arrive in Korea with little or no preparation to teach.

It seems likely that we will see an increased interest in English as an International Language (EIL) in Korea. The government chose many years ago to make North American English the preferred variety for Korean education: this has had many impacts, not all of them positive. We have seen highly qualified teachers from the UK and Australia face disadvantages in employment, to say nothing of those from Kachru's (1985) "outer circle" lands. There is considerable disagreement on what exactly EIL means, but in some form or another, there will probably be less emphasis on a North American standard and more interest in affirming the value of localized English. That is not the same thing as Konglish, but I will leave it to the future to work out the distinctions.

Whether or not English should get the level of national attention it currently receives is another issue. Is it really necessary for all students, primary through tertiary schools, to study English? Should there be other foreign language options, perhaps students choose one or another for a principle foreign language? Frankly, I am not convinced that English deserves all the attention, and all the educational resources, it is currently getting. On the other hand, if taught, it should be taught well. This means that the communicative focus should continue, where communicative does not mean conversation without grammar, and teachers should continue to receive inservice training. It also means the EPIK program should be reconsidered. If they want teachers for Education Centers these should be very highly qualified teachers, and pay them a competitive wage to grab good people away from Japan and Hong Kong, and if EPIK is about team teaching in the classroom, then promote team teaching, where each teacher learns from the other, as they are in the classroom concurrently, rather than alternating teaching hours.

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### ***"Are we preparing our young learners of today to be... the progressive teachers and users of English of tomorrow?"***

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Many others, including Jeong-ryeol "Jay" Kim (2004), have determined that computers and the Internet will play a dominant role in future English education. Personally, I suspect that computers may play more of a role outside the classroom setting than within, at least in the next decade. On the other hand, I foresee content-based instruction as a core aspect of ELT in Asia in coming years, (as it already is in Europe), with task-based and project-based elements, along with telecommunications features (Internet, "3G" cellphone/personal digital assistants, on-demand videos, etc.). In the longer-term future, I see those technological wonders as even reaching the secondary school classrooms, though content-based learning may reach schools earlier in various forms, including the teaching of "content" subjects such as math, science, or history through English. Such is

*Continued on page 26.*

# Scheduled Conference Presentations for the Concurrent Sessions

## Applied Linguistics

- Ranjan Chandra Kumare Hettiarchige**  
“Acquisition” of Countable and Non-countable Structures.
- Christian Duncumb**  
Grammaticization.
- David E. Shaffer**  
Image Schema to Teach By.
- James H. Life**  
Sentence Patterns for Information Exchange in English.
- Carsten Roever**  
Teaching Pragmatics in the EFL Classroom.

## Computer-Assisted Language Learning

- Chiann-Ru Song**  
An Online Editing Program for Taiwan High School Students.
- Ernest J. Jolf**  
Bridging the Gap With Technology: Computer-Assisted Language Learning.
- James Trotta**  
CALL in Context: Incorporating CALL into Specific Curriculums in Korea.
- Wen-hsien Yang**  
CALL: Assistance or Anxiety in English Teaching.
- Rube Redfield**  
Comparing Classroom-Based Instruction With Computer-Aided Instruction.
- William Michael Balsamo**  
Computer-Based Activities for ESL Students.
- Diane Hawley Nagatomo**  
Confessions of a Muddled Moodler.
- Daniel O. Jackson**  
Connecting EFL Courses to the Web.
- Craig Lewis Jensen**  
E-Learning: Less “E,” More “Learning”
- Andrew E. Finch**  
Grammar Online: Supplementing Textbooks Through Student-Specific Activities.
- John Grummitt**  
Harnessing IT for Young Learners.
- Eric J. Phillips**  
Implementation and Evaluation of Electronic Journals.
- Paul Daniels**  
Implementing Technology Into Project-Based Curricula.
- Lawrence Kelly**  
Internet TESL Journal and Student Activities.
- Tomoko Hayashi**  
Lifelong English Language Education in Japan and Korea Through the Internet.
- Steven Hales & Melanie vandenHoven**  
Online Discussion Boards: Why and How?
- David W. Dugas**  
Potential of MP3 Technology for Teaching Conversation.
- Hee-jae Shin & Jeong-bae Son**  
Teacher Perceptions on Internet-Assisted English

- Language Teaching.
- Anthony Paul Crooks**  
University ELT Classes Using WebGroups.
- Gyonggu Shin**  
Web Textbook and Cooperative Learning.
- Carsten Roever**  
Web-Based Language Testing.

## Curriculum Development

- Dongil Shin**  
Aligning a Curriculum With a Graduation Requirement Test.
- Hee-kyung Lee**  
Comparison of Students’ Satisfaction Between EBP and General ESL Class.
- Michel Engelbert**  
Designing a Self-Access Center: Challenges and Opportunities.
- Carl Dusthimer**  
Gyeonggi Goes Immersion.
- David W. Dugas**  
In Pursuit of Excellence: EFL Course Design.
- Jennifer Brown & Robert Curr**  
Positively Enforcing School-wide English-Only Policy.
- Shahabaddin Behtary & Mehran Davaribina**  
Prerequisite English Courses: Efficient or Not?
- Douglas Lee Rhein**  
Public Speaking Design and Implementation.

## Cross-cultural Issues

- Ryuji Harada**  
Promoting Non-cultism in English Reaching in Asia.
- James Trotta**  
Teaching World Standard English: Sociocultural Consideration.
- Anthony Paul Crooks**  
The Appropriation of ELT for Political Purposes.
- Michel Englebert**  
Using a Cross-cultural Content-Based Curriculum in the Language Classroom.

## English for Specific Purposes (ESP)

- Ping-Nan Chang**  
Business E-mail Communication: A Taiwanese Case Study
- Sayoko Yamashita**  
Designing an ESP Course for Medical Students
- Abmut Koester**  
Learning From Real Conversations for Business English

## Learning Styles and Strategies

- Christian Duncumb**  
Active Monitoring.

**Jane Kehrwald**

Autonomous Language Learning: A Change in Roles.

**Rube Redfield**

Comparing Chinese and Japanese Learners' Attitudes.

**Lani Chau Yonezawa & Caleb Foale**

First Steps Toward Learner Autonomy.

**Cheryl C.Y. Choe**

Korean College Students' Perception of Self-Efficacy in Acquiring English as a Second Language.

**Michael Guest**

Language Ownership: Engaging Cognition and Emotion.

**Tory Thorckelson**

Motivation and Discipline in University EFL Environments.

**Joyce Silva**

New Literacies: Innovating Strategies for L2 Pedagogy.

**Mohammad Al-Zahrani**

Saudi Secondary School Students' Attitudes Toward English.

**Min-hsun (Maggie) Su**

The Importance of EFL Learners' Satisfaction and Learning Strategy.

**Matt Gaddes & Richard Lynch**

The Relationship Between Learning Preferences and Teaching Styles.

**Materials Development**

**Tony Schiera**

Making Your Textbook a Tool for Conversations.

**Michael Stetson Merrill**

The Golden Ears: Designing and Integrating Effective Listening Activities.

**Methodology**

**Ma Milagros Laurel**

Alternative Approaches and Methodologies for Under-resourced Classrooms.

**Malinda Tan**

CLT Beliefs and Practices.

**Zohreh Seifoori**

Constructivism: Facts and Fictions in Iranian ELT.

**Hyun-shik Min**

Grammar Teaching and the Communicative Language Teaching Approach.

**David E. Shaffer**

Image Schema to Teach By.

**Andrew E. Finch**

Project-Based Learning: It's Up to You.

**Chu-Tai Ho & Chao-Chang Wang**

Taiwanese English Teachers' Conceptions About CLT.

**Reading and Literacy**

**Jill Christopher**

Cross-age Reading in a Multi-age Bilingual Classroom.

**Ma Milagros Laurel**

Literature and Other Arts in the EFL Classroom.

**Pelly Shaw**

Reading Short Stories as a Reflective Process.

**Ronald Klein**

Tacit Misunderstands: Ellipsis in Reading and Listening.

**Research**

**Ranjan Chandra Kumare Hettiarachige & Ozasa Tohsiaki**

A Diachronic and Synchronic Quantitative Analysis of English Textbooks of China, Korea, and Japan.

**Jeffery Hawkins**

Inquiry Learning Through Action Research.

**Sun-mee Chang**

New Aspects of Known-Answer Questions.

**Gillian Wigglesworth**

Task Effects in IELTS Writing.

**Min-hsun (Maggie) Su**

The Impact of a Short-Term English Program (on EFL Learners).

**Teacher Training and Development**

**Patrick Guilfoyle**

Being an Effective Christian Teacher.

**Richard Gallermo & Terry Stocker**

Practice What You Preach.

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Developing L2 Oral Fluency with DVDs.

**Yoshiharu Masuda**

Effects of Hand Movements in English Teaching.

**Lawrence White**

Preparation and Use of Video for Multi-level Classrooms.

**Peter Connell**

Replacing "Reading" Homework With "Listening" Homework.

**Pelly Shaw**

Using English Actively in a Monolingual Classroom.

**Testing & Assessment**

**Heather Fisher**

Balanced Strategic Assessment for EFL Teacher Training.

**Dave Watton**

Classroom Assessment: The Heart of the Matter.

**Humid Reza Haghverdi**

Construct Validity of Current Listening Comprehension Tests.

**David D.I. Kim.**

Reassessing the Assessment of English Writing in Korea.

**Adam Turner**

What Does a Well-Designed Quiz Look Like?

**Carsten Roever**

Web-Based Language Testing.

**Writing**

**John McNulty**

Academic Writing.

**Alena Turskina**

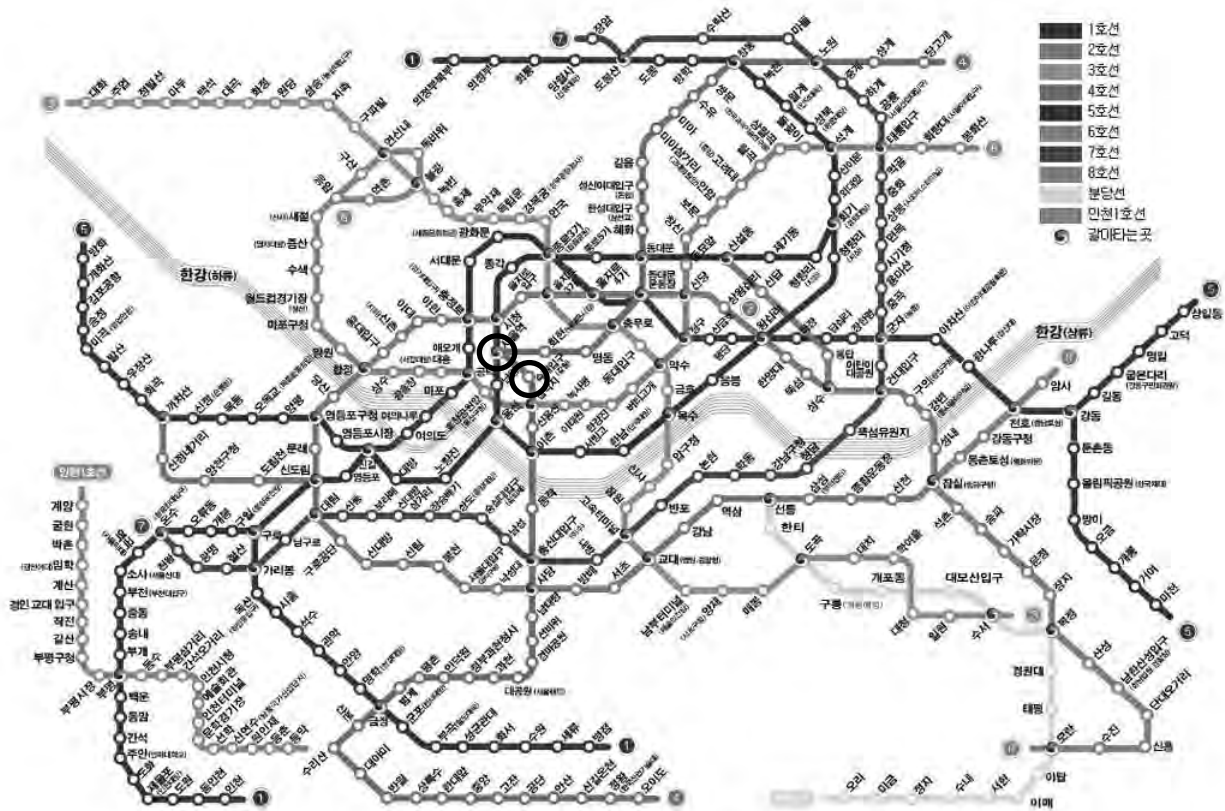
Helping Students Learn About Formality in Written Communication.

**David D.I. Kim**

Teaching Writing in Korea: Curriculum Development and



## Seoul Subway System



### Getting to the Conference Site by Subway

There are three subway stations nearby Sookmyung Women's University:

**Line 4** Sookmyung Women's University Subway Station

**Line 1** Namyong Subway Station

**Line 6** Hyochang Park Subway Station

Consult the map on page 22 for the location of the subway stations relative to the Sookmyung campus.

Sookmyung Women's University Subway Station (Line 4) is about 600 meters from the conference venue. Namyong Subway Station (Line 1) is about 700 meters from the venue's Renaissance Plaza. Hyochang Park Subway Station (line 6) is approximately 800 meters from the conference site.

For detailed directions on getting to the conference site from each of these subway stations and from airports, bus terminals, and train stations, go to the KOTESOL website at: [http://www.kotesol.org/conference/2004/misc\\_pages/site/directions.shtml](http://www.kotesol.org/conference/2004/misc_pages/site/directions.shtml)





## KOTESOL 2004 International Conference

### Updated Conference Information

Maps, accommodations, food options, and speaker schedules can be found at

***www. KOTESOL.org***

#### ***Lunch Options***

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##### **On Campus:**

Various lunch options are available on-site.

##### **Off Campus:**

The neighborhood surrounding Sookmyung Women's University is teeming with eateries offering both Asian and Western cuisine.

## CONFERENCE EMPLOYMENT CENTER SERVICES

KOTESOL is pleased to invite you to the Employment Center during our 2004 International Conference (October 9, 10) at Sookmyung Women's University in Seoul.

The annual conference has representation from many Korean universities and university-associated language training institutes, many of which are recruiting qualified instructors to teach English. As in past years, KOTESOL aims to provide a useful service to its members by enabling potential job seekers to meet privately with recruitment representatives, and to leave their resumes with them. In addition, it provides a service to employers by enabling them to meet KOTESOL members who are seeking future employment, and by permitting them to leave recruitment materials for prospects. These services are free to KOTESOL members and participating recruiters, although KOTESOL understandably does not endorse its members' qualifications or an employer's recruitment offer in any manner whatsoever.

Although scheduling details for the Employment Center are not yet complete, we will have full information available at the Conference registration area. Since interview times may be restricted, it is important that you see which recruiters are available, and then sign up on a separate interview sheet at the Job Center itself. If you would like to meet with a recruiter, it is important that you first check the Conference schedule to determine which presentations you want to attend on Saturday and/or Sunday, and then register at the Employment Center for a short interview. If you want to leave a resume with a specific employer, or pick up recruitment materials, you may do so at any time.

Please notify colleagues who may wish to attend the Conference and take advantage of its Employment Center. Also, we would greatly appreciate your notifying the head of your department about the Employment Center, as your department may wish to send a recruiter to the center, to leave recruitment materials there, or to collect resumes from prospective employees.

**For further information on the Conference Job Center:  
peternel@cau.ac.kr or peterprofessor@hotmail.com,  
or check the KOTESOL homepage [www.kotesol.org](http://www.kotesol.org).**

## American Citizen Services, US Embassy

The American Citizen Services (ACS) Branch at the US Embassy in Seoul sends out periodic warden messages and a monthly newsletter. To receive these notices, American citizens simply need to provide their e-mail address on the ACS website at [www.asktheconsul.org](http://www.asktheconsul.org).

## "Certificated" Teachers?

In the previous column (More than Degrees, TEC 8[2]), I suggested that continuing professional development for language teachers should reach considerably beyond traditional academic studies. And while there is an emerging recognition of portfolios for professional assessment and employment, it cannot be denied that most employers still hold highest regard for various forms of professional and academic certification.

Unfortunately, in the field of ELT, particularly in EFL settings, there is little agreement or standardization on what constitutes a meaningful certificate. A few examples are fitting.

- Certificate of Attendance at a half-day workshop
- Certificate of Completion of a six-hour training program
- Continuing Education Units (CEUs) offered by an accredited post-graduate teacher education university
- TESOL Certificate
- TESOL Diploma
- MATESOL

Even within these types there are an endless number of subtypes and varieties.

In the past 25 years, two very similar models have come out of western Europe with a standard that is recognized throughout most of the ELT world, though these have only recently become accepted by many employers in Korea: The Cambridge/UCLES/RSA program's CELTA/DELTA and the Trinity Certificate/Diploma. It should be noted that these are EFL teacher training programs which do not certify teachers to work in state schools. Furthermore, these programs have evolved considerably over the past 20 years, no longer emphasizing old P-P-P designs. The

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***“Unfortunately...there is little agreement or standardization on what constitutes a meaningful certificate.”***

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certificates in these programs, along with numerous other programs with similar approaches, require 100-120 hours of training, a substantial portion of which includes a tutor-observed teaching practicum and the trainee's critical observation of others' practicum lessons. These generally involve little theory beyond awareness of the types of language and issues one might encounter if the novice teacher decides to begin reading more on the subject. The diploma-level programs involve more readings on theory and reflective analysis of one's own teaching. Such programs require current teaching and often stretch over six months or more. There are now different certificates for the teaching of adults and young learners, e.g., CELTA/CELTYL.

On the other hand, there are “TESOL certificates” and

“diplomas” that can be done entirely online or through other distance modes (hence, no tutor observation), there are quality

***Professional Development***

*By Robert J. Dickey*

certificates with orientations somewhat different from the RSA/Trinity concept, and there are diplomas that are based on one or two terms of work towards a master's degree(also no classroom observations).

David English House in Japan is one of many organizations in Japan offering a one-day/two-day certificate program for teaching children, requiring a report following the training day. These types of certificates hopefully mean more than the mere attendance receipts that are often handed out with no regard to whether or not the “attendees” were physically present in the training rooms, or whether they were sleeping during training. In either case, the value of these certificates is probably negligible, unless your employer requires you do get some number of training hours every so often. It should be recognized, however, that many of the CEUs courses required for licensure for teachers in state schools are not altogether different from those “certificates of registration.” The training offered at such programs can be top - notch - we must distinguish between the value of the training and the perceived value of the certification offered upon completion.

And what of the MATESOL (and similar) degrees? They too vary from the deeply theoretical preparations for PhD to highly “hands-on in the classroom” to “self-assessing spiritual guide” to... Some countries have attempted to set standards for various teacher preparation programs through nationally (or regionally) recognized teacher associations, others through legislation. These standards have not been very effective yet. Those schools with high levels of recognition don't need the endorsement of such standards, and some other institutions determine that they better meet their own program needs by avoiding those standards.

Ultimately, we find that we are hardly farther along than when we started - the certification of teachers is only as good as the name recognition of the certicator. As more and more employers in Korea require certification, they will, as individuals, learn to recognize which certifying programs are more likely to produce teachers fitting the standards of that employer. But at the university level, as long as the “directing professor” is rotated every two years, such awareness is unlikely soon. In the meantime, keep investigating your professional development options, and join the KOTESOL Teacher Education and Development SIG, [http://groups.yahoo.com/group/KOTESOL\\_TED\\_SIG/](http://groups.yahoo.com/group/KOTESOL_TED_SIG/), to share with others what you have learned, and to learn from others doing likewise.

# A Pillar of Strength

Our membership spotlight is pointed in the direction of Suwon for this issue to shine its beam upon a KOTESOL member who came to us from the shores of Prince Edward Island and is now teaching at Kyung Hee University's Graduate School of Pan-Pacific International Studies – Sharon Morrison.

Those of you in the Daejeon area may know Sharon as the Chapter Communications Coordinator in 2001 and 2002. KOTESOL Conference attendees may know her as the Preregistration Coordinator and Registration Chair at the 2001, 2002, and 2003 Conferences. Others may know her as the International Affairs Committee Chair on last year's Executive Council. This year, everyone should know her as the 2004 Conference Committee Co-chair. As Co-chair, she will succeed to a position even more demanding than the one she now holds, that of 2005 Conference Chair.

Before considering the future, let us first trace her past. Sharon comes to us from the beaches of Summerside, Canada, the place she considers "the most beautiful spot on earth." Her childhood was a peaceful one, with long hours spent exploring the beaches near her home and reading books. All that reading paid off - at her high school graduation, she received the Governor General of Canada's Medal for highest academic average. After high school, she went to St. Francis Xavier University in Nova Scotia to earn a B.A. in theology. From there, it was on to Harvard University's Master of Divinity Program, from which she graduated in 1995. She has also acquired an RSA CELTA, the foremost English teaching certificate of its kind, and has plans to pursue the DELTA, its big sister, as well as do post graduate work in the U.K.. After graduating in 1995, Sharon spent three quite years as library archivist, dealing with old books and the dust they had collected.

Earlier, while on break from university, Sharon met the man who was later to take her from the shores of Prince Edward Island to those of South Korea - her husband, Sean O'Connor. It was actually a friend of Sean's, working in Daejeon at the time, who urged Sean and Sharon to come over. The desire to experience new places was too strong to keep them near home. Sharon's high school trips to Ottawa and New York City had been the first fuel for this desire to travel, and she had always wanted to see Asia.

Bags were packed, and visas, tickets, and contracts

obtained. Sharon and her husband arrived in Daejeon in 1996 to teach EFL. After teaching at the Gongju National

University of Education for a number of years, Sharon has moved to the Graduate School of Pan-Pacific International Studies. There her duties are quite a bit different from those of the average university instructor. Sharon currently teaches both Korean students and International students from 15 countries in the masters degree program - quite a diverse community. She not only teaches Foundations of Academic English Writing and Preparation for Proposal and Thesis Writing, but must also spend hours upon hours on individual instruction in thesis preparation work.

Sharon's teaching philosophy is to encourage students to take more interest and control of their own learning. She disapproves of transmission models of education, whereby the teacher is perceived as the bearer of all knowledge who spoon-feeds it to students. She would rather try to remind students that they create knowledge in themselves through integrating tools and information available to them via teachers, libraries, experiences, social context, etc. with what they already know. She relates, "This is a dynamic, ongoing process in which they are the main agents. I believe this philosophy is a more effective perspective if one wants to stimulate the development of higher order thinking skills required of graduate students."

Sharon has contributed immeasurably to KOTESOL in her positions on the Conference Committee. As Registration Chair, she had to deal with all conference attendees in one way or another, but it was in dealing with the disgruntled, indignant few that left the biggest impression on me. Where others would have failed, Sharon remained cool, calm, and collected - a true pillar of strength. Sharon's hope is to get more involvement from all chapters on the Conference Committee to ensure representation of KOTESOL's diverse membership. Sharon has traveled in Europe, Asia, and Australia, but still on her list of destinations are North Africa, Canada's Arctic, and the Trans-Siberian Railway. Her hobbies include various water sports - swimming, kayaking, canoeing, sailing, and scuba diving - as well as baking.

Despite her degrees in theology, Sharon is into decadence in her dietary preferences. Her definition of decadence: double chocolate rum truffle cake - with 600g of chocolate!



Sharon Morrison

## KOTESOL Chapter Meetings

### **Busan-Gyeongnam**

Meetings: Last Saturday of the month  
Dongseo University

### **Cheongju**

Meetings: Last Saturday of the month  
Chongju University

### **Daegu-Gyeongbuk**

Meetings: First Saturday of the month  
Kyongpook National University

### **Daejeon-Chungnam**

Meetings: Fourth Saturday of the month  
Woosong Language Institute

### **Gwangju-Jeonnam**

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

### **North Jeolla**

Meetings: Second Saturday of the month  
Jeonju University

### **Seoul**

Meetings: Third Saturday of the month  
Sook Myung University

### **Suwon-Gyeonggi**

Meetings: First Saturday of the month  
Suwon University

### **Gangwon**

Meetings: First Saturday of the month  
Hallym University, Kangnung University

Make your monthly chapter 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.

### **Continued from page 17.**


already taking place, with some hiccups along the way, in places like Malaysia and the Philippines, and there is talk of such in Thailand, too. Will it happen in the 8th National Curriculum for English? Perhaps not, though I would not yet rule that out, but it will likely be a part of the standard secondary school program in 2020. So my question for us all today is, are we preparing our learners of today to be the progressive teachers and users of English of tomorrow?

### **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

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(An earlier version of this article was presented at the KOTESOL Seoul National Conference, May 8, 2004.) 



# Legal Difficulties: What to Expect

Welcome to the EFL Law column. In this issue, I will provide an overview of what the foreign teacher can expect to encounter by way of legal difficulties whilst in Korea and what solutions may be at hand. In later issues, I will address specific problems that relate to a teacher's legal life in Korea.

It is hard to know just how many expatriate teachers in Korea at any one time - numbers supplied by the immigration office have ranged from 8,000 to 13,000. These numbers do not include those teaching on a tourist visa.

## The Heads of Law

Whilst teaching in Korea (legally or otherwise) you will be subject to, at some time or other, one or all of the following legal areas:

- Civil law
- Constitutional law issues
- Contract law
- Criminal law
- (hopefully not) Health insurance laws
- Immigration laws
- National pension laws (Private pension laws)
- Taxation laws
- Traffic laws



## The Agencies

The following agencies are those you will most likely need to turn to in time of legal difficulty:

- The Labor Office
- The National Pension Office
- The National Health Insurance Commission
- The Department of Immigration

The most common area for questions and problems to arise from is the contractual law area. The most typical questions I receive are in the following areas:

- Rights on dismissal
- Severance pay and its applicability
- Pension entitlements
- Vacation time

## Teachers and Unions

Unlike Japan, which has numerous unions a foreign teacher can join, there is no union in Korea that foreign teachers can join. The reason falls back on a vaguely worded section of the Immigration Act that says foreigners may not partake of political activities. However, following the revision of the laws related to "DDD workers" (foreign workers performing "dirty, dangerous, and difficult" jobs), who can now form and join unions, there is reason to believe that foreign teachers would also be allowed to join a union. Whether this is a good or bad idea is not for me to consider here - various chat boards show just how

contentious an issue this can be.

## Job-Related Problems and Help

KOTESOL members may well come from the university sector more so than the private "hagwon" sector - and problems faced by university teachers are usually different from those faced by hagwon teachers. But the key question that is always asked by either group is "Who can I turn to for help?"

Unfortunately, I cannot point you to a specific source of help - there simply isn't one. The Labor Office may help (finding an English-speaking officer is difficult), but they have limitations as to what they can do and as to what pressure they can bring to bear on employers. In this respect, "toothless tiger" aptly describes the Labor Office.

Lawyers tend to be far too expensive for teachers - at U.S. \$250.00 - \$400.00 an hour, especially when trying to solve a problem that involves far less money than that. Korean lawyers, whilst obliged to do pro bono work, are not obliged to extend pro bono work to foreigners, so don't expect to walk into a lawyer's office and ask for pro bono work.

## Basic Survival Hints

**a)** It is surprising how many teachers have no idea what their contract says. Thus, to limit disputes, read your contract first to learn what you are entitled to and ask questions where needed.

**b)** If you are contemplating changing jobs mid-contract (and you are not on an F2 visa), confirm with the Immigration Office that you will be allowed to change jobs before resigning.

**c)** If you think your employer is taking too much money in taxes from your salary, first ask the employer what the money is for. Remember he/she may be paying income tax, national pension tax, citizen tax, and health insurance premiums. This can appear as a sizable sum of around 8% of gross salary. Thus, find out what you are paying before you complain that your tax is higher than other persons.

**d)** When a problem arises, take some deep breaths, step back from the problem, and go to your employer and present yourself in a professional, courteous manner. Explain your concern and what you would like to be done to resolve the situation. Most problems can be resolved by cordial face-to-face contact with the employer.

Compacting the legal life of a foreign teacher into a column such as this would take a year in legal studies to complete all areas - but I hope the above is a fair guide. Write to [president\\_busan\\_kotesol@yahoo.com](mailto:president_busan_kotesol@yahoo.com) briefly outlining your questions or concerns as clearly as you can. In the next issue of TEC, we will look at your issues and discuss solutions.





# Korea: 30 Years Ago, in the Fourth Republic

Flying into Korea 30 years ago, one would be greeted by mountains - old mountains speckled with young vegetation. The roadways, many unpaved, running through these mountains sported slogans made with large stones on their slopes that faced the roadways. As the plane approached Kimpo, Korea's only international airport, passengers were instructed to close the blinds on their windows - no exceptions, no peeking allowed. This was the Korea of Gen. Park Chung Hee. We will take a glimpse at life, education, and technology in the early years of his Fourth Republic.

## **The Perceived Northern Threat**

Much of what happened in the Korea of three decades past was directly related to heavy authoritarian rule, justified as necessary to defend against the Communist North. The roadside slogans read "Anticommunism - Counterespionage" and "Crush Communism." The threat from the North was considered real, very real. Airplane blinds had to be pulled to hide the military facilities at the airport from possible spies onboard. Pill boxes dotted roadways and other essential facilities, to be manned in case of invasion. The midnight-to-4-a.m. curfew, designed to counter infiltration by North Korean spies, was strictly enforced by sentries with rifles. Young men with anything resembling the long hair of the hippie culture were hauled

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***“Life was still hard and people had more pressing things to do than challenge the government.”***

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into the nearest barber shop by police for a free military haircut. Long hair was thought to breed anti-government, i.e., communist, thoughts. As preparation for military service, physical education in secondary schools and colleges consisted of military drills with wooden rifles. The mandatory school uniform of the middle and high school male student was a black military-style uniform. Similar uniforms were just disappearing at the college level. The monthly siren of civil defense drills not only stopped traffic and emptied buses but also emptied classrooms, having students, including college students, running to the hills for cover. Few got out of the three years of compulsory military service; most put it off until after college because of its harshness. All this because of a perceived threat of invasion from the North.

Today, such conditions would cause the populace to rise in revolt; then they provided a sense of security and stability. The memories of the

## ***Korea of Decades Past***

*By David E. Shaffer*

Korean War were vivid for many, as were those of the Colonial Period. Life had been very harsh; the mountains, stripped of their wood as the only source of fuel in those times of want, were just beginning to green. Censorship was strong. The only information the populace had on North Korea was government-controlled, as was information on the South's own affairs. All news was censored - even my weekly Time magazine had large sections blackened out or pages torn out before it got to me. Life was still hard, and people had more pressing things to do than challenge the government. College students had done this earlier in the 1970s, but with the advent of the Fourth Republic, such anti-government action was met with harsher laws. It was in 1974, too, that a bullet meant for President Park from the pistol of a Korean gunman from Japan fatally wounded the First Lady, Yuk Yeong-su.

## **Education**

The desire for education in Korea was as strong three decades ago as it is today. The infrastructure to support it, however, was much weaker. Only six years of elementary schooling were required. Many did not have the financial means to send their children on to secondary school. There were some alternatives though, such as the six-month courses at the provincial rural vocational training center where I was an instructor through the US Peace Corps. Electrical, agricultural, and mat-weaving skills were taught. The newest thing at the time was the rotary tiller, destined to replace the oxen-drawn plow once one learned how to operate and maintain it.

Those who did go on to secondary school spent their time in large classrooms. High school classes of 72 students were not considered surprising. Classrooms were hot in summer and cold in winter. "Air-con" had not yet entered the Korean lexicon, let alone a Korean school. Winter heating consisted of a small, coal briquette-fueled space heater, used to warm the lunch-time rice in the students' tin lunchboxes. "Rice" is a misnomer. Because of its scarcity, eating pure rice was outlawed. It had to be mixed with over 50% barley or other grains. Student lunchboxes were checked to make sure that parents were complying. Every Saturday was a no-rice day; restaurants could serve no rice. Rice bowls were filled with barley, millets, and beans.

Secondary schools, at this time, began installing expensive government-funded ALM language laboratories - technological trophies that were so valued that schools forbid their students to use them. At the tertiary level, however, language laboratories were used. It was a general curriculum requirement to take at least one two-credit laboratory course and learn the skills of a parrot (listen and repeat) for at least two hours a week. The English book most popular for teaching conversation to English majors was *Lado English Series*.

Although 90% of high school students go on to college today, that was not the case 30 years ago. Less than half of the college-aged population gained entry to college. There were only 150,000 students attending the 70-some colleges throughout the nation - an average of only 2,000 students per college. This lower attendance rate translated into a considerably higher level of ability for the average college student of 1974. A college student was considered a member of the elite. The number of college campuses was less than half of what it is today and student populations much lower. The percentage of people studying English and the intensity with which it was studied was lower. Children were not pushed into learning English before gaining their required exposure to it in middle school. English hagwons were scarce, and those that did exist did not employ native English speakers.

The main impetus for changes in ELT that were to occur came from the Peace Corps, which placed thousands of volunteers as EFL instructors in middle schools and colleges, making it Korea's main link with outside

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***“The main impetus for changes in ELT that were to occur came from the Peace Corps...”***

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teaching methods. (It is upon the Peace Corps that Korea's present-day EPIK program is modeled.) Three decades ago, travel abroad was impossible for the average citizen. The government issued passports only to high-level government officials, politicians, and conglomerate officials. Korea was still a Hermit Kingdom in the 1970s. It was rare for one to be allowed to go abroad for graduate work in ELT. Colleges outside of the capital had very few PhDs on their faculties. Openings on faculties were filled

from the ranks of secondary school teachers, usually with master's degree. The Peace Corps volunteer in the middle school and at the college level left an impression on their Korean colleagues. Change in English teaching methodology did not come fast, but the seeds were sown.

### ***Technology***

Thirty short years ago, Korea was far from the technological wonder of today. It wasn't one of the most wired nations in the world, nor one of the most wireless. Indeed, "computer" and "handphone" had not yet been borrowed into Korean. There weren't even any electronic calculators. To be a bank teller, excellent abacus skills were required. The office telephone was the magneto type (hold down the receiver and crank). Private telephones were very expensive, and there was a long waiting list; those in higher positions were placed higher on the list to get a phone. Televisions were to be found only in the neighborhood tearooms, with programming from 6 p.m. to 12 midnight - black and white only. Nevertheless, there was standing room only for international boxing matches and high school baseball tournaments.

Much of the freight was moved by "man-power." Small cargoes were carried on A-frames, a wooden frame carried on the back. Larger loads were pulled on two-wheeled carts. The more well-off transporter had his own ox or pony to draw the cart through the city streets. Bicycles, too, were piled high with goods - they were even used for taking the pig to market. The tri-wheeled pickup truck did exist, but they were few and far between. Transport over long distances was difficult, as many roads were still unpaved. Indeed, the only road from Jeonju to Gwangju, in the Jeolla Provinces, in the early 1970s was a narrow unpaved road over the mountains. The rest stop was at a secluded wooded area near the ridge. The bus door opened and passengers quietly filed out - women to the uphill side and men to the downhill side, with newspaper in hand or toilet paper in pocket.

### ***Lifestyle***

Life in Korea in 1974 would be extremely difficult for the young adult of 2004 to bear. The common city dwelling was a one-story, tile-roofed house, though thatched-roofed houses were not uncommon, and were the norm in rural areas. Houses had no indoor plumbing - there may have been a hand pump or water faucet in the front yard. Toilets were detached from the house, containing a hole in the ground which one straddled. Contents of the pit stayed solid or frozen in winter but became a maggot-infested slop in the heat of summer. Sitting, eating, and sleeping were done on the floor, heated with carbon dioxide-producing coal briquettes. On summer nights, tent-like nets were set up over one's bedding to protect

***Continued on page 31.***

# Activity-Based Learning: A Tale of Two Cities

This is a tale of two cities - not Dickens' London and Paris, but China's Xi'an and, the USA's Orlando, Florida. Both of these cities you may have traveled to, actually or vicariously. Xi'an, China is where the terracotta soldiers have remained, obediently and perfectly aligned, since about 200 BC. Orlando is the home of Disneyland, the famous theme park. Which of these two destinations more closely mirrors your teaching context?

This is a crucial question to be answered before walking into class, as different approaches will result in widely varying outcomes. The terracotta class is similar to traditional classroom settings where the teacher teaches and students absorb. Interestingly, the belief that this is true only in Asian settings is somewhat of a myth. Investigations into American elementary schools indicate that I-R-F patterns of discourse also predominate there, especially in classrooms with inexperienced teachers (refer to Pan Asia Column on truancy, this issue). I-R-F (Initiate-Response-Feedback) discourse patterns describe the typical classroom speech event. The teacher asks a question, the student answers, and the teacher offers feedback.

Before justifying the need for more activity-based learning and teaching, a definition may be in order. Activity-based learning is an approach to learning that places the projects and activities at the core of the lesson. Most teacher-training books describe it as a child-centered approach.

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**“Projects and hands-on activities interest and engage learners.”**

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However, I will take the road less traveled and promote the idea that it is project- or activity-centered. This I say because both student and teacher take equal responsibility for what goes on in the classroom. However, what goes on in the classroom is not driven by the teacher or learner, but by the activity. Unlike Task-Based Learning (TBL) and other Communicative Language Teaching (CLT) approaches, the teacher is not a facilitator. The YL teacher has the sometimes unmanageable burden of managing students, modeling activities, and

development (ZPD). In this respect, activity-based learning implies that language learning is very much a social experience, hence the high regard for group work.



In practice, activity-based learning looks like hands-on group work. Admittedly, this description oversimplifies what is a far more complex approach (The devil is in the details!). To illustrate, I recently gave my students homework to “research” ten tourist hotspots in Daegu. After doing so, we ranked our findings and created and designed a brilliant brochure. This activity was a three-day event (15+ minutes per class), but only a subsection of a larger literacy-based ESL lesson plan.

This example shows that children excel when learning experiences are aimed at what children find meaningful and genuine. Tasks and projects provide the vehicle for interest and motivation that grammar does not (activity-based teaching does not preclude grammar!). Unfortunately, a sampling of popular textbooks on the market today finds that many are still structure-based; that is, they are organized around grammar in a linear sequence. This is especially true of children's textbooks. Furthermore, children often find little meaning or coherence in grammar ? and they should not be expected to. Foisting a learning approach on children that is actually meant for use with adults is a disservice to the children we teach. This is also where behavioral problems originate. Managing students is much easier when they are intrinsically motivated.

The main principle supporting an activity-based learning approach is that activities and content provide purpose and motivation for learning. Projects and hands-on activities interest and engage learners. Projects with a goal also absorb learners' attention and keep them on track. When they get off track, it is often because they are excited about the project, not because they would rather recount *Red Mask* tales or how to win at Maple Story. Finally, group projects

provide greater opportunity to meet individual learner needs through access to multiple intelligences. Even learners with a waning interest in English will find something special in the sweeping span of creative projects.

Activity-based learning is not so simple to implement. Both parents and teachers expect classrooms to be neatly lined up in rows and discourse to follow I-R-F patterns. Even our students expect this - that is the way it has always been. It is also not easy to allow content and activities to upstage

target language objectives. Thirdly, teachers need to have the creative ingenuity and time to plan projects. And finally, the materials and space must be available. Admittedly, activity-based learning is not an everyday occurrence in my classes, but it is becoming a much more utilized approach in my lessons. If it's good enough for Lev Vygotsky, it's good enough for me.

To get started with activity-based learning, fill in the table below and go from there.

<b>Theme: World Cup Soccer Solve</b>				
<b>Bloom's Taxonomy</b>	<b>Activity</b>	<b>Function</b>	<b>Vocabulary</b>	<b>Grammar</b>
Label Predict Solve Explain Modify Conclude				

**Continued from page 29.**

one from the hoards of mosquitoes as they slept. Refrigerators were a thing of the future; they were not to appear until every household already had a TV set. What little refrigerating was done was done with ice boxes. One had to be especially careful of what they ate in the summer to keep from getting sick. In addition to mosquitoes, rats were everywhere - in the bedroom ceilings, in the trash piles outside the house, in the corners of the neighborhood bar, running down the aisles of the movie theater. Rat poison was available at no cost at the local drugstore. If one's house had no water, the wash was done by a nearby stream. Even women who had water would still congregate at the stream to do the laundry and gossip. They also got together for kimchi-making in the fall - a major undertaking back then.

Prices were much cheaper three decades ago. City bus rides were 10 won; the almost unaffordable basic taxi fare was 70. I thought the rice meal *baekban* got its name because it cost *baekwon* (100 won). Ready-made shoes, shirts, trousers, and suits were not to be found but could be custom-made at reasonable prices. Many workers were envious of my monthly Peace Corps "salary" - a massive 25,000 won, of which 15,000 won went to my landlady for room and board. That gave me all of 10,000 won to live on each month. Salaries were paid in 500-won notes, the largest denomination printed at the time. Other notes were of 50- and 100-won values. There were 50-,

10-, 5-, and 1-won coins.

City streets have changed, too. Thirty years ago, almost every passing taxi was a Hyundai Pony - painted Saemaoul green, President Park's favorite color. There were many buses and a few jet-black government or company cars carrying high-ranking officials. The private-car rush was still 10 years off. Storefronts and companies sported their names in Chinese characters, even more so than English is used today. Pedestrians did not eat or smoke on the streets out of deference to their elders. Many streets did not have sidewalks, and were instead lined with open ditches.

Life in Korea thirty year ago was definitely harder than it is today, but people complained no more than they do today. Korea has drastically changed in education, technology, and lifestyle in those 30 short years, so much so that it is hardly recognizable. It is easy for one to say: You've come a long way, baby!

**The Author**

*David Shaffer came to Korea in 1971 as a US Peace Corps volunteer. After four years of service, he gained a position on the faculty at Chosun University in Gwangju, where he is now an associaiste professor. He has been a member of KOTESOL since its beginnings and is now active in publications editing and conference planning.*

## A Course of Action

So, here you are in Korea. You have landed a teaching job. Now, you are starting to think of teaching in terms of a career path.

There are many ways to become a better teacher. Since you are reading TEC, you already know about joining teachers' groups like KOTESOL. In addition, there are workshops and conventions to attend, discussion groups to join, colleagues to talk to, and publications to read. However, if you are looking to make a bigger commitment, you may want to consider a distance learning (DL) TESOL program.

As technology has improved, the old days of correspondence courses have given way to more interactive DL courses offering TESOL diplomas, as well as MA and PhD degrees. The proliferation of DL programs makes studying while working abroad easier. Program flexibility allows you to find the right match for your teaching context.

Before embarking on a DL program, there are some important questions you need to consider.

First, why are you considering DL: self-improvement, job requirement, salary increase, convenience, better future job opportunities. You may have other reasons why you want to do a DL program, but you should be clear on your reasons before enrolling.

On a more practical note, how much time, money, and effort are you able to put into a DL program? Some of these

questions are checks on how a study course would fit in with your present situation.

### Distance Learning

By Roxanne Silvaniuk

Are you a self-motivated learner? Or do you need the interaction a classroom offers to stay motivated? Do you have time

to study? How many hours per week could you schedule for study? Can you make the financial commitment? For what period of time: one year, five years? Do you have access to library resources? Technology?

Depending on your answers to these questions, you might want to opt for a shorter TESOL diploma program to find out if DL is right for you. If school is a distant memory, this is a good way to get back in study mode. Moreover, this would give you some background while letting you decide if future coursework would interest you. If you want to continue studying, some MA programs will recognize your diploma coursework.

DL coursework can be a very rewarding way to learn, but it does require commitment. Being clear on your goals and focusing your resources to meet those goals will make your DL experience more satisfying.



## Congratulations

Are extended to

**Marilyn Plumlee**

Upon obtaining her doctorate in Linguistics  
From the University of Hawaii in December 2003.

**Dissertation Title: *Making Do With What You've Got:  
The Use of Prosody as a Linguistic Resource in Second Language Narratives***

Dissertation Advisor: Dr. Michael L. Forman

Dr. Plumlee's dissertation analyzes English language narratives recounted by Korean immigrants with long-term residency in Hawaii (10-25 years) who acquired English naturalistically with only minimal instructional input to argue that prosodic features 32 - rhythm, volume, pitch, voice quality - are not only affective, paralinguistic features of language, but rather, are core features which contribute to syntactic structure and lexical elaboration.

# Online Resources for Writing Teachers

Many writing teachers are increasingly using online resources and software to improve the correction and feedback they give to students. This article will give an overview of some of the resources and techniques available to writing teachers for giving feedback online. A full explanation of exactly how all of the software mentioned in this article is used is not possible here so feel free to contact me with any questions you have.

## **Establishing a Community**

As the amount and quality of Internet resources has improved, teachers are increasingly using webpage support for their traditional writing classes. See KOTESOL member David Kim's website for an example <http://kkucc.konkuk.ac.kr/~engteacher/course7.html>.

Many commercial services exist to help teachers organize their courses online such as [www.webct.com](http://www.webct.com) or [www.blackboard.com](http://www.blackboard.com). These services allow the creation of course sites with content, quizzes, and bulletin boards for online interaction with and between students. However, these services can be expensive for individual teachers. An excellent alternative used by KOTESOL Special Interest Groups (SIG) is free "Groups" sites from <http://groups.yahoo.com/> or <http://groups.msn.com/>. I favor MSN Groups because it can be used to create webpage content without any programming to give feedback for problems that come up in class. The Writing and Editing SIG site is an example of how this function can be used: <http://groups.msn.com/KOTESOLWESIG/>.

## **Getting to Know Your Software**

There are a couple of essential functions of Microsoft Word that not enough KOTESOL teachers are aware of. The first is the "Track Changes" function. You can search "Track Changes" in Microsoft Word Help to see how this is done. This setting allows the student or colleague to see the changes that have been made to a Word file on the screen in a different color. It can also show the changes in different colors that each editor has made to a collaborative effort as well. This option allows the student or colleague to see the changes as well as the original text and allows the user to accept or reject the changes.

The other essential function that many teachers and students should know more about is adding "comments." This function allows you to add comments on the side or bottom of the text, depending on the version of Word you have, in much the same way that you would normally add comments in the margins while correcting student essays on paper. To find out how this works, search "comments" in the Word Help function.

## **Better, More Efficient Feedback**

Many of the comments that writing teachers make on student essays concerning paragraph organization or sentence grammar errors come up again and again. To make the process of correction more efficient, I have a Word file of some of the most common comments I make when correcting. I simply copy and paste the text into the Comment function of MS Word and modify it as necessary to reflect the individual student's paper.

For common grammar errors or writing problems, you can also paste active links into the Comment boxes which



allows the student to go directly to more extensive explanations, resources, or quizzes online than you could possibly write in

the margins on a student's paper copy. To find useful links to a number of sites for these purposes you can view the KOTESOL Writing SIG website at <http://groups.msn.com/KOTESOLWESIG/> or my homepage at [www.adamturner.net](http://www.adamturner.net).

Another tool that can be used is macros. Macros are functions that allow you to automatically program a sequence of keyboard or mouse commands by assigning the steps to a single key or word. It can save a great deal of time with repetitive tasks such as correcting essays. With a single key you can open up a comment and paste in pre-assigned text. It is an incredible timesaver. For more information have a look at <http://www.macros.com> or search "macros" in the Word Help function.

## **Quiz Creation**

One of the most effective ways to give feedback is to make quizzes from common student errors. Quiz generation software can now allow you to create online quizzes without any programming skills whatsoever! Hot Potatoes <http://web.uvic.ca/hrd/hotpot/> and [www.quia.com](http://www.quia.com) are the leading services. Here is a sample of how I have helped guide my students through the problems of names and titles in English in formal email using these programs: <http://hanyangwriting.tripod.com/email/>.

## **Sound Advice**

James Trotta, facilitator of the Computer-Assisted Language Learning SIG has given audio feedback to students by recording sound files of comments on their

*Continued on page 34.*

# Microsoft Macros to the Rescue

## Web Wheres

By Jake Kimball

Microsoft Word is the ubiquitous word-processing software included in Microsoft Office. As a word-processor, Word is convenient for producing routine documents. Most of us probably use it regularly for typing and spell-checking documents. But what you might not know is that Word is actually a powerful tool for busy, creative teachers.

If you use MS Word to do more complicated tasks such as making tests, tables, and puzzles, Word can become time-consuming and frustrating. Excessive mouse maneuvering and clicking may someday lead to a bad case of carpal tunnel syndrome. Luckily, there is a tool available to shortcut the clicking - a macro. A macro is like a mini-program within Word that automatically performs these complicated tasks quickly and easily so you don't have to. Since writing mini-programs for making macros may be beyond the technical grasp of many of us, there are a number of websites that offer unique macros for downloading - many of which are free and cater to the needs of teachers or researchers.

To give you a better sense of the handy-dandy macro, consider your needs as a teacher. Are you interested in materials development? Do you often create student

worksheets? Do you lack the technical prowess and time to design flashcards, gap-fills, multiple-choice questions, word scrambles, sentence jumbles, pronunciation exercises, and much more? Look no further than Teachers-Pet at <http://www.teachers-pet.org/index.html>. This website provides free software to help with all of the above tasks and more. A similar tool, also free but with fewer options, is available from Web-Enhanced Language Learning at <http://www.well.ac.uk/wellproj/workshp1/macros.htm>. After downloading the free software and enabling macros in your "Tools" menu bar, customized icons are conveniently loaded onto your MS Word toolbar!

Macros are also useful for writers and researchers. Those of you who write research papers may need your references to conform to (APA) American Psychological Association format or style. Macros can even automate this task of APA referencing. A freebie can be had at <http://www.myzips.com/download/APA-Referencing-Macros.phtml> and a shareware version at [http://www.gold-software.com/download\\_213.html](http://www.gold-software.com/download_213.html).

And finally, if you make online tests and quizzes for your students, read <http://iteslj.org/Articles/Tuzi-Tests/> for further information and ideas.

These are just a few websites that may be of interest to teachers. Googling "macros for teachers" will likely bring up many more.



*Continued from page 33.*

writing that the students can store and listen to. MS Word also allows you to insert sound files in WORD documents and newer versions also have a Voice Comment function that allows teachers to give audio feedback to students. The only drawback is the large file size.

### **Building a Corpus**

Finally, by having students submit their writing via email, you can build up a rich source of authentic material to mine for example sentences and common writing problems. For research purposes these files can be searched for patterns

with software such as concordance programs. For more information see <http://www.iei.uiuc.edu/structure/structure1/conc.html>.

*Adam Turner is the facilitator of the KOTESOL Writing and Editing Special Interest Group (WESIG) and the Director of the Hanyang University Writing Center. KOTESOL Members can join WESIG online at <http://groups.msn.com/KOTESOLWESIG/> or contact Adam Turner at [ifli@hotmail.com](mailto:ifli@hotmail.com) for more information.*





## Symbols and Their Origins: £, \$, #

How much do we really know about the household symbols in the title? First, let us consider the British currency symbol £ - a written L with one or two lines running through it. Why an L - the British monetary unit is "pound," which begins with a P? And why the lines? Well, the lines, or crossbars, are commonly used to signify that a letter is being used as a symbol or abbreviation. The L comes from Latin. The name of the Roman unit of weight was "libra." The British weight unit was also "pound," and the £ symbol migrated from use with this "pound" to the monetary one. The "lb." abbreviation for "pound" as a unit of weight also derived from "libra."

Next, the dollar sign, \$, an S with a line or two through it. The name and symbol came from two entirely different sources. The symbol comes from the abbreviation, p<sup>s</sup>, for Spain's peso, which was the most common monetary unit used in the American colonies. The abbreviation began to be replaced with \$ in the 18th century. "Dollar," the name given to the US monetary unit that came into existence in the early 1800s, derived from Low German "daler" (<taler <thaler). This is from the name of the 16th-century Bohemian silver-mining town of Joachimstal (literally "Joachim's valley," "tal" being the German for "valley"). The silver coins minted there became known as "Joachimstalers," which was shortened to "taler" and softened in Low German to "daler."

On your phone and above the "3" on your keyboard, if it is not a British keyboard, you will find a #. It is known as a "hash (mark)," derived


from the knife marks made on a wooden cutting board when hashing meat or potatoes. A second name is "number (sign)," and a third, "pound (sign)," which confuses the British, who call their currency symbol the same and place it above the "3" on their keyboards. The musical "sharp" is actually slightly different, having heavier crossbars, i.e., #. An additional and interesting name for the # is "octothorpe," coined by a telecommunications researcher: "octo" for its eight points, and "thorpe" from "Jim Thorpe," the American athlete who the coiner was leading a campaign for. The large, 90-degree symbol on phone dials is also known as "square."

I hope this is not confusing. To sum up, instead of #, the British use £, and instead of £, Americans use \$.

Have words for which you want the whys and wherefores? Email: [disin@chosun.ac.kr](mailto:disin@chosun.ac.kr)

### Word Whys

By David E. Shaffer



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# Developing Worthwhile Achievement Tests (Part 1)

## Training Notes

By Douglas Margolis

Unfortunately, a glance at some of the tests to which students are subjected might turn up numerous unfair and poorly designed

questions. You know the kind: questions with two correct answers or questions that nobody could answer.

Given the social and economic overemphasis of exams, some teachers prefer to avoid tests altogether. Indeed, if tests are poorly constructed, interpretations made from the results will be faulty. Worse, bad tests may create anxiety, damage motivation, and build student resentment.

Not testing students, however, would also be a mistake. Tests, after all, if well constructed, may provide a measurement of progress for both students and teachers. In addition, tests can provide an indication of student needs. Good tests even help motivate and concentrate student attention on language learning objectives. Thus, teachers who exploit student expectations with well-designed tests may promote effective and efficient language learning.

### Achievement Tests

The testing literature typically divides tests into four types: placement, proficiency, diagnostic, and achievement (Brown, 1996). Our focus is pen and paper achievement tests.

Interviews and role plays make excellent achievement tests for conversation classes. They also take up a lot of time and require special tools and techniques for reducing bias in rating judgments. Teachers might want to supplement them with pen and paper tests.

Achievement tests are not comprehensive of all language ability; instead, they focus on the specific learning objectives of the course. The first step then is explicitly stating the objectives to be learned and tested. One learning objective for an early-level class, for example, might be: "Students will know how to use action words related to playing in a playground: run, jump, skip, hop, shout, tag, roll, kick, bat, throw, catch, shoot, etc."

Once you explicitly state your learning objectives, you are ready to write test and item specifications.

### Test Specifications

Davidson and Lynch (2002) recommend that teachers first

write "test specifications" before test "items." Test specifications are a blueprint that depicts the architecture and plan of the test. Test items are the actual questions and tasks that students must complete. Good specifications help teachers to target the specific ability that needs to be measured, making sure that the test measures what it is supposed to measure.

For example, a listening test for intermediate students who have been working on pronunciation problems might include an item type that measures ability to discriminate between phonemes, particularly /p/ and /b/, /f/ and /v/, /l/ and /r/, and /i/ and /I/. The test might also include item types for measuring ability to identify the gist and other components of listening.

Once the objective is identified, the next step is to explain how the objective will be measured. Davidson and Lynch (2002) suggest describing the prompt and response attributes. The prompt attributes are what students see and respond to. The response attributes are how students should respond. For example, if we want to test student sound discrimination using multiple choice items, the following might be acceptable prompt and response attributes:

---

#### Prompt Attributes

Students will hear a series of three minimal pair words in a row, such as "fill, pill, pill" or "pill, fill, pill." They will be given four choices that are combinations of the minimal pairs and be required to select the one that was spoken.

**Sample Item:** Teacher says, "sheep, ship, sheep."

A. sheep, sheep, sheep

B. ship, sheep, ship

**C. sheep, ship, sheep**

D. ship, ship, ship

#### Response Attributes

Students must listen carefully, distinguish the appropriate phonemes, and circle the correct option.

---

#### Putting It Together

With a blueprint of the test, you now generate a variety of items that fit your specs. Brown (1996, Table 3.1) offers a helpful checklist for evaluating test items, including the following:

- 1) Does the item format correctly match the purpose and content of the item?
- 2) Is there only one correct answer?
- 3) Is the item written at the students' level of proficiency?
- 4) Have ambiguous terms and statements been avoided?
- 5) Have negatives and double negatives been avoided?
- 6) Does the item avoid giving clues for answering other

items?

- 7) Are all parts of the item on the same page?
- 8) Have biases been avoided?

Brown also recommends having a colleague look over the test items before using them. Developing good items is not easy, but with clearly articulated item specifications, the process becomes more efficient.

### **Interpreting Test Scores**

If students score badly on your tests, don't be too quick to assume that they are bad students. Instead, evaluate the quality of your test: Are there questions that everyone got wrong? Are there questions where the best students answered incorrectly and the worst students responded correctly? If so, you have evidence of bad items.

Brown (1996) offers several item analysis techniques that can help you assess test questions in order to improve your tests. In part two, next issue, we will cover item analysis

techniques and ways to construct reliable and valid achievement tests.

Improving test reliability and validity can yield tests that add structure and a sense of progression to the course, motivate students, impart a feeling of accomplishment, and make the class time more effective and efficient.

### **The Author**

Douglas Margolis is currently studying for his PhD in the Department of Second Language Studies at the University of Hawai'i. Prior to his studies, he taught English for eight years in Korea. Email: [margolis@hawaii.edu](mailto:margolis@hawaii.edu).

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# Multiple Intelligence Helped the Strange Boy Who Was Afraid

## Pan Asia

By David McMurray

Everybody's mind was taken to the far mountainside from which Chibi probably came to the school to imitate a crow on

an old tree. Chibi made very special sounds deep down in his throat. Now everybody could imagine exactly the far and lonely place where Chibi lived with his family. Then Mr. Isobe explained how Chibi had learned those calls - leaving his home for school at dawn, and arriving home at sunset, every day for six long years. Soon after came graduation day. Chibi was the only one in our class honored for perfect attendance through all the six years (Yashima, 1955).

East Asian countries such as China, Japan and Korea have some of the lowest truancy rates in the world - less than 10 percent of high students regularly miss class - according to an Organization for Economic Cooperation and Development (OECD) study by Douglas Willms (2003), who surveyed about 315,000 students in 2000 and 2002. The students, all 15 years old, filled out questionnaires about themselves. Worldwide, an average one in five admit to being regularly absent.

While they do attend regularly, students in East Asian countries do not always feel happy. They have a low sense of belonging at school. The feeling of a low sense of belonging is greatest in Japan and Korea, with over a third of students feeling they do not belong (Willms, 2003).

This juxtaposition might explain the excerpt from *Crow Boy* (Yashima, 1955) quoted at the beginning of this column. The author shares the story of a young boy who suffered years of persecution by his teachers and classmates because he didn't feel he belonged, though his attendance record was perfect. He didn't engage in his studies until his graduating year, when a new teacher encouraged his natural ability for learning the language of crows. Being a "naturalist" is the newest of the intelligences recognized by Howard Gardner (1999) in his theory of multiple intelligences (MI). Understanding these intelligences can help teachers to design classrooms and curricula in a way that will appeal to all of our students, and help us to curb negative behavior by reaching students in different ways. Traditional teaching

focuses on just two intelligences, verbal-linguistic and logical-mathematical skills. MI incorporates six more: visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, intrapersonal, and naturalist.

Chibi, who later got the nickname *Crow Boy*, started out school by hiding from his classmates. Because he was afraid of his teacher, everyone thought that he would not learn a thing, and his fear of other children meant he could not make any friends. He suffered from issues of self-identity that required the use of an intrapersonal intelligence he didn't have. And lacking interpersonal intelligence, he suffered from much social and peer pressure. Fortunately, through encouragement by a new teacher, Mr. Isobe, he independently studied various types of living things and received peer recognition for doing so.

MI might be called on to play a greater part in helping Asian students to feel more involved in their second-language classrooms, particularly now that Ministry of Education researchers in Japan, for example, are advising that it may be best to divide students into those who can achieve only a basic ability in English and others who can achieve a high level. Some programs could offer students more - not just the implementation of all-English EFL classes, but of content-based courses. These would be in addition to super-English schools in Japan where all courses except for the national language are conducted in English.

The OECD study notes that Canada's immersion program is one of the reasons why it is ranked among the countries with the highest truancy rates. Twenty-six percent of high school students - the majority of whom are boys - miss classes regularly. Second-language programs, along with boredom and old-fashioned "chalk and talk" teaching methods, are to blame (Willms, 2003). MI could be introduced as an alternative. Second-language immersion programs in Canada segregate students, creating enclaves of disaffected students who do not enter the programs. The students who do enter the immersion programs that include content-based courses tend to have higher rates of attendance, but the children who opt out are being left behind and skip out of their regular classes. In Japan, outside special schools that are conducting research on immersion and content-based study, all students in public schools receive about the same number of hours


of second-language study.

One of the major ways in which students can become "disaffected" is through a low sense of belonging at school; for example, students may believe their school experience has little bearing on their future, or they may feel rejected by their classmates or teachers. Japanese and Korean students have low absenteeism but also have a low sense of belonging. School cultures in Japan and Korea that foster a strong disciplinary climate and set high expectations for students regardless of their social status maintain high attendance rates. Coming from more advantaged homes is also thought to have a positive effect on attendance.

Truancy rates are a measure of student disenchantment with the classroom. When combined with a low sense of belonging at school, they become the major reasons for

failure and dropping out. This is also why, in 1999, only 17 per cent of Canadian high school graduates registered for universities and colleges. Most second-language immersion students go on to university, but many non-immersion students who exhibit both low attendance and a low sense of belonging do not. In designing new curricula for increasing the level of English learning, we should keep in mind the problems of the Canadian example and the opportunities afforded by MI

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# KOTESOL In Action

Edited by Kevin Landry

## CALL SIG

By James Trotta

Much of the discussion on the Computer-Assisted Language Learning Special Interest Group e-mail discussion list, <http://groups.yahoo.com/group/KOTESOLCALLSIG/>, has revolved around the planning of a CALL colloquium at the upcoming KOTESOL International Conference. The title will be "CALL in Context: Incorporating CALL into Specific Curriculums in Korea" and will consist of 4-5 speeches spanning a total of 40 minutes. A 40-minute question-and-answer session will follow. The speeches will focus on some practical advice for using CALL. All questions will be welcomed during the Q & A, but questions regarding how CALL might benefit specific learners and teachers, based on their circumstances, will be especially welcomed.

We are very lucky to have Dr. Jeong Bae Son from the University of Southern Queensland joining our panel. Other panel members are teachers who have experience using CALL in Korea. Talks are expected to include current trends in CALL, setting up a CALL lab, reviewing CALL software, CALL and learners, and online language learning activities. Panel members will be happy to give practical suggestions based on audience members' needs during the Q & A.

## Christian Teachers SIG

By Patrick Guilfoyle & Shirley DeMerchant

The Christian English Teachers SIG was introduced for the first time at the KOTESOL National Program Committee meeting held on July 31st in Daejeon. Rev. Shirley DeMerchant and Patrick Guilfoyle, Co-Facilitators of this SIG, presented the purpose and plans of the CT SIG, which are as follows: The purpose of the Christian Teachers Special Interest Group is to inspire Christian teachers to seek excellence in their teaching, integrity in their lifestyle, and service to others by 1) providing role models who integrate faith with their profession, 2) sharing resources for teaching and personal spiritual growth, and 3) encouraging one another through fellowship and worship. In addition to our Internet discussion group, we will publish a quarterly newsletter and host meetings at least three times per year. We also hope to invite Christian educators to speak at KOTESOL conferences on topics that appeal to a wider KOTESOL membership. Plans are also in the works to help accomplish our short-term goals. At the International Conference in October, we will host a panel discussion. If you are interested in the CT SIG, feel free to join us there. December will be a big month

for us. Not only will we publish our first newsletter, but we will also hold a special Christmas event and begin discussion of our first annual service project. More information will become available soon.

For further information about the CT SIG or if you want to become a member, please visit [http://ca.groups.yahoo.com/group/kotesol\\_ct\\_sig](http://ca.groups.yahoo.com/group/kotesol_ct_sig). You can e-mail the group at [kotesol\\_ct\\_sig@yahoogroups.ca](mailto:kotesol_ct_sig@yahoogroups.ca).

## Research SIG

No report submitted.

## Teacher Education & Development SIG

By Kevin Landry

Matt Seal invited our SIG members to submit essays and articles for an international journal in New Zealand. Contact [matt5076610@yahoo.co.nz](mailto:matt5076610@yahoo.co.nz) to find out more. Lance Kelly sought task-based, self-learning lessons and references. Rob Dickey suggested Andy Finch's website <http://www.finchpark.com/books/>, as Andy has a large number of Korea-based TBL textbooks.

Yeon-seong Park sparked quite a bit of interest by requesting our cooperation in answering a survey concerning her study "Drama Projects in the EFL Classroom." She asked: 1. Have you ever done a drama project in your class? 2. Are you going to try a drama project in your class in the future? 3. What were the pros and cons of a drama class? 4. What kind of feedback did students offer? Frequent posters Rob Dickey, Kevin Landry, Tory Thorkelson, Heidi Vande Voort Nam, Greg Matheson, and others all answered with thought-provoking responses.

On a final note, individuals interested in leading the Teacher Education and Development Special Interest Group are asked to please contact the 2nd Vice President, Rob Dickey. Kevin Landry, who has been coordinating the TED SIG for several years, is stepping down as facilitator from what is KOTESOL's largest and most active SIG.

## Writing & Editing SIG

By Adam Turner

The Writing & Editing SIG allows writing teachers to share resources and discuss the teaching of writing in Korea. Interaction takes place mainly at regional and national KOTESOL conference presentations and online through our bulletin board at <http://groups.msn.com/KOTESOLWESIG/>. We will also meet this term after the Seoul Chapter meeting in September and November. This term, we will continue to gather handouts on writing to share with other writing teachers. I am also collecting tips on teaching writing from members of the group. The SIG is also responsible for the Writing Right column in TEC, which serves as the outlet where we can pass on some of the resources and tips to other teachers that come out of



our online and face-to-face discussions. For more information, see the website at <http://groups.msn.com/KOTESOLWESIG/> or contact the facilitator, Adam Turner, at [ifli@hotmail.com](mailto:ifli@hotmail.com).

### **Young Learners SIG**

*By Jake Kimball*

The discussion list has been relatively quiet recently, except for a few suggestions on where to find information on lesson plans and practical activities for the classroom.

This is also the last and final call for SIG members to join IATEFL's YL SIG through their Wider Membership Scheme.

With the International Conference around the corner, SIG members will find much to their liking on October 9th and 10th. Some outstanding YL sessions are being prepared! While this deserves a toast, let's not forget that chapter-level workshops are in high demand. Chapters frequently request speakers on YL topics. If you would like to begin making small-scale presentations, let me know.

Our YL SIG is now almost two years old and has grown to over 40 members. It was just after the 10th International Conference in 2002 at Sookmyung University that this SIG was born. These have been a productive and enjoyable two years. However, it is now time for me to step down from this post and allow another capable individual to pilot the ship for the next year or two. Motivated SIG members are encouraged to think about taking on this great leadership opportunity. I am not abandoning ship - my ELT plate is overflowing. I will still be lurking in the shadows to give any needed assistance or direction. If you would like to discuss the facilitator position, look for me at the International Conference or drop me an e-mail.

### **KOTESOL Teacher Training**

*By Peter Nelson*

KOTESOL Teacher Training (KTT) is a small group of experienced volunteers who give lectures, seminars, and workshops on different EFL topics to audiences both within and outside of KOTESOL. In years past, we have spoken to local chapters, regional and national conferences, middle schools and high schools, even to government departments, language institutes, and sister organizations. Our topics are diverse, reflecting both requests by groups and teaching interests of our speakers.

KTT is in transition as we examine our role and expand our membership. To these ends we have contacted KOTESOL chapter presidents and heads of SIGs, asking them to nominate potential speakers. We also are recruiting directly, seeking not only "seasoned" presenters but also teachers who would like to share their knowledge and experience with others. If you wish to know more about us, or know of a group that may want a KTT speaker, please write to [peternel@cau.ac.kr](mailto:peternel@cau.ac.kr).

### **Busan-Gyeongnam Chapter**

*By Paul Robertson & Patrick Guilfoyle*

Summer is a quiet time in Busan - everyone is either at the beach or is traveling. We have decided to hold our next meeting on the 3rd Saturday of September (rather than our usual 4th, due to the Chusok holiday). A very important executive meeting will be held prior to our September meeting. At that time, we will make our short-term plans. Since the spring 2004 conference was such a success, we plan to organize another one. We would also like to host a middle and high school writing contest in late October. Also on the day's agenda is to go over Busan Chapter's list of operating rules and procedures and the organization of our November AGM will be discussed.

The last meeting saw an excellent delivery by Kevin Landry who spoke about his published article, *The Use of Dictionaries*. As well, Mr. Brett Rawnsley, who has spent many years working for the Education Department, gave an insightful look inside the elementary school curriculum, detailing its plusses and shortfalls. The Busan webmaster has been busy building new pages which will make registration online a very simple affair. Our 2005 Conference planning has begun. Next year will be quite special - new sponsors have indicated they wish to assist us in making it a success, so we hold high hopes to see at least 800 attendees - that's double the 2004 attendance figures. Anyone wanting to join the Busan Conference Committee is very welcome.

The Orphanage Unit established by Craig Lutzer is growing quickly - it seems there are far more orphanages in Busan than we ever realized. In fact, requests for native English-speaking teachers to visit outnumber our available pool of volunteers. Anyone who would like to spend some time volunteering at an orphanage should contact Craig Lutzer at [ckotesol@yahoo.ca](mailto:ckotesol@yahoo.ca)

### **Cheongju Chapter**

No report submitted.

### **Daegu-Gyeongbuk Chapter**

*By Amy Kroesche*

Welcome back to a new semester! If you're looking for a place to meet new people and exchange ideas about English teaching and learning, check out the Daegu-Gyeongbuk Chapter of KOTESOL! The summer months of June and July were busy for the Daegu-Gyeongbuk Chapter. Several new people have joined our meetings, and we've had lots of informative presentations.

Craig Jensen led our June workshop with a presentation on the principles and practical applications of humanistic approaches. Participants at the meeting learned about the Silent Way method and ways teachers can use the Silent Way in the classroom. We saw several video clips of students demonstrating the Silent Way method and

discussed in groups how this method might be useful for EFL teachers.

Jason Renshaw presented at our July meeting. He introduced participants to a Computer-Mediated Learning (CML) program for teaching writing. Jason showed us how he had transitioned a paper-based writing class to a CML program and detailed the benefits of using such a program in any composition class. We discussed how CML enhances the writing process, including peer feedback and revision. Jason closed the session with many practical tips for implementing a similar program. Afterwards, members enjoyed a post-workshop get-together for our semi-annual galbi dinner.

We took the month of August off for summer vacation. Our members have been busy traveling, teaching summer classes, and trying to stay cool in the summer heat! We're looking forward to a new semester filled with great meetings. Our next meeting will be held the first Saturday in September at Gyeongbuk National University. If you would like more information about us, go to our chapter homepage at <http://www.kotesol.org/daegu/>.

### **Daejeon-Chungnam Chapter**

*By Aaron Jolly*

Daejeon-Chungnam Chapter is alive and kicking once again, thanks to an injection of new blood to its Executive Committee. We have returned to our old home at Woosong University Language Institute and will meet on the final Saturday of each month during the second semester, with our first meeting being Saturday, September 25th.

New members of the executive are 1st Vice-President Aaron Jolly from Cheonan's Mirae English Institute, 2nd Vice-President Kim Mi-ra, from Woosong University, Secretary Rachel Williams from Woosong University, and Member-at-Large Orysia Kiryk from Woosong University. These new officers are welcomed with open arms as they are really keen to see our membership grow.

We met and elected the new Executive Committee members at the end of July. At our August Executive meeting, we made plans to cater to region-wide interests in KOTESOL. Chungnam is South Chungcheong Province. Subsequently, we will be holding an introductory KOTESOL workshop/symposium on the afternoon of September 11th in Cheonan at Korea Nazarene University. Guest speakers will include the incoming National KOTESOL President Dr. Yeum, Kyungsook and one of the founders of KOTESOL, Jack Large.

Our chapter website has been updated. Anyone interested in attending the September 11th Cheonan seminar or our monthly chapter meetings at Woosong University in Daejeon can now visit us at <http://www.kotesol.org/taejon/> for further information.

### **Gangwon Chapter**

*By Chris Grayson*

Although Gangwon Chapter did not hold regular meetings in July and August, our summer hiatus was pleasantly

interrupted this year by an informal gathering in the countryside. Credit goes to our Vice-President of Chapter Events, Graham Specht, for a well-organized and fun barbeque and camping event at Micheoni-gol Recreational Forest in Yangyang County, a beautiful venue.

Monthly meetings will resume September 11 at 3 pm at Hallym University in Chuncheon. To kick start the fall season, the new chapter executive is working to arrange for an outside speaker. As with last year, our meetings will alternate monthly between Chuncheon and Sokcho to better serve our sizeable province.

To help maintain interest among members who can't make the commute, we also plan to initiate off-month social gatherings closer to home to keep up connections and continuity. We have a nice mix of regular attendees now, but we are looking to entice a few more teachers who would enjoy the benefits of joining our group.

### **Gwangju-Jeonnam Chapter**

No report submitted.

### **North Jeolla Chapter**

No report submitted.

### **Seoul Chapter**

*By Tory Thorkelson*

I hope all of you were able to stay cool during our record-breaking temperatures this summer! We had a very successful and well-attended meeting in June but had to cancel our July meeting due to a number of reasons. August's and September's meetings are expected to be up to June's standard, and the October conference is rapidly approaching. We are in the process of compiling our pre-conference issue of ASK so, if you are presenting at the October conference, you might want to consider submitting your paper or an expanded summary to encourage our many members to attend your session. We are bidding farewell to both Peter Nelson, our energetic and always enthusiastic Member-at-Large, as well as to our former Workshop Coordinator, Eowyn Brown, who is off to foggy London to do her MA. We wish both of these great individuals all the best in their future endeavors. Both the Executive and our regular meeting participants will sadly miss them. On a more positive note, we are pleased to welcome John Sagnella to the Co-editor position for ASK. He comes highly recommended and his fresh ideas should help make future issues of ASK even better. Finally, we are always looking for new Executive members, presenters, articles, and member input. For more information about us, check out [www.kotesol.org/seoul](http://www.kotesol.org/seoul). See you at the next meeting!

### **Suwon-Gyeonggi Chapter**

No report submitted.



# Calendar

Compiled by Robert J. Dickey

## Conferences

- Sep 3-5, '04** 43rd JACET Convention: "English as an International Language", Educational Goals and Standards." Chukyo University, Nagoya, Japan. (Web) [www.jacet.org](http://www.jacet.org) or (Email) [convention@jacet.org](mailto:convention@jacet.org)
- Sep 4 '04** First Cambodia TESOL Workshop on English Language Teaching, a forerunner to the annual convention: "Practical Issues in Teaching." Phnom Penh, Cambodia. (Web) <http://www.camtesol.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/>
- Sep 25-26 '04** First International Online Conference on Second and Foreign Language Teaching and Research organized by the Reading Matrix. (Web) <http://www.readingmatrix.com/onlineconference/>
- Oct 9-10 '04** 12th Korea TESOL International Conference: "Expanding Horizons: Techniques and Technology in ELT." Sookmyung Women's University, Seoul. (Email) [kotesol2004@yahoogroups.com](mailto:kotesol2004@yahoogroups.com) (Web) <http://www.kotesol.org/conference/>
- Oct 9 '04** 2004 PKETA International Conference: "Promoting Interaction in an EFL Context." Gyeongsang National University, Jinju, Korea (Web) [www.pketa.org](http://www.pketa.org)
- Nov 5- '04** Nov 5-7, 2004 2004 Asia TEFL Conference: "The Power of TEFL: Prospects and Challenges in Asia." Seoul Olympic Parktel, Seoul. (Web) [www.asiatefl.org](http://www.asiatefl.org)
- Nov 12-14 '04** The 13th 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](mailto: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. (Web) <http://jalt.org/jalt2004/>
- Nov 22 '04** The Science and Art of Language in Teaching (SALT) International Conference, "Change: Embrace the Challenge," Penang, Malaysia. (E-mail) [SALT@perlis.uitm.edu.my](mailto:SALT@perlis.uitm.edu.my). (Web) <http://www.perlis.uitm.edu.my/>
- Nov 24-25 '04** 3rd ASIA CALL International Conference: "CALL and Collaboration in ASIA." Penang, Malaysia. (Web) [www.asiacall.org/events.htm](http://www.asiacall.org/events.htm)
- Dec 1-3 '04** CLASIC 2004 - The Inaugural CLS Conference, "Current Perspectives and Future Directions in Foreign Language Teaching and Learning," Centre for Language Studies, National University of Singapore, (E-mail) [clasic@nus.edu.sg](mailto:clasic@nus.edu.sg). (Web) <http://www.fas.nus.edu.sg/cls/clasic2004/>
- 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: Kilryoung Lee, Conference Chair (Email) [klee@hufs.ac.kr](mailto:klee@hufs.ac.kr) (Web) [www.alak.or.kr](http://www.alak.or.kr)
- Dec 18 '04** KAFLE 2004 International Conference: "New Challenges Facing Foreign Language Teachers." Konkuk University, Seoul. Contact Jeong-ryeol Kim, Conference Chair (Email) [jrkim@knue.ac.kr](mailto:jrkim@knue.ac.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](http://www.thaitesol.org)
- Jan 29 '05** KAPEE Winter Conference. Seoul National University of Education. (Web) <http://www.kapee.org/>
- Mar 12 '05** First Annual Cambodia TESOL Convention English Language Teaching.
- Mar 30 - Apr 2 '05** TESOL 2005: "Teaching Learning, Learning Teaching." San Antonio, Texas, USA. (Web) [www.tesol.org](http://www.tesol.org)
- Jul 17-22 '05** 9th International Cognitive Linguistics Conference: "Language, Mind, and Brain." Yonsei University, Seoul, South Korea. (Web) <http://www.iclc2005.org/cmd.php>

## Calls for Papers

- Sep 15 '04 for July 17-22 '05** "Language, Mind, and Brain" 9th International Cognitive Linguistics Conference. Yonsei University, Seoul, South Korea. Call for Papers, (Email) Conference Chair: Prof. Hyon-Sook Shin?chair@iclc2005.org. (Web) <http://www.iclc2005.org/cmd.php?cmd=cpaper>.

## Submissions

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: TEC Calendar (Email) [KOTESOL@chollian.net](mailto:KOTESOL@chollian.net)

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# Who's Where in KOTESOL

Compiled by David E. Shaffer

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- 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.**  
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- Jiyun Kim, ASK Editor.**  
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- Dr. Kyung-sook Yeum, Immediate Past President.**  
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(C) 016-239-2181, Email: yeum@sookmyung.ac.kr

### Gwangju-Jeonnam Chapter Officers

- Maria Lisak, President.** Kunsan National University. (W) 063-469-4334, (C) 010-3144-0562, Email: kotesolmaria@yahoo.com
- Sean Coutts, Vice President.**  
Chonnam National University, LEC, Foreign Coordinator. (W) 062-530-3636, (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.**  
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: pyspark@yahoo.com
- Kasia Auer, Membership Coordinator.**  
Seokang College. (C) 018-540-5221, Email: kasion@hotmai.com
- 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\_owen\_99@yahoo.com
- Allison Bill, Vice President** Jeonju University, (W) 063-220-2670, (C) 019-672-5393, Email: allison\_bill@hotmail.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.
- Amy Kroesche, Secretary.** Email: amkroe@yahoo.com
- Jaeyoung 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@utoronto.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: ififi@hotmail.com

##### Global Issues SIG

**Jack Large, Facilitator.** Anyang University, Ganghwa Campus. (W) 031-949-2887, (C) 011-290-2887, gisig@jacklarge.net

##### Games in Education SIG

**Todd Vercoe, Facilitator.** Inje University, Institute of Foreign Language Education, 607 Obang-dong, Kimhae, Gyeongnam 621-749. (W) 055-320-3529, (H) 055-320-3567, Email: koreakatz@hotmail.com

##### Christian Teachers SIG

**Patrick M. Guilfoyle, Facilitator.** (C) 016-850-9681, (H) 051-246-2337, Email: patrickguilfoyle@yahoo.ca

##### 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., (WF) 02-815-5137, (C) 016-211-5396, Email: peternel@cau.ac.kr, peterprofessor@hotmail

##### Membership Data Services

**Dr. Robert J. Dickey, Data Reports.**  
Email: rjdickey@content-english.org

**Kevin Parent, Data Management Programming.**  
Email: ksparent@yahoo.com

# 2004 National Election Candidates

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## First Vice-President

Ascends to President the following year, and Immediate Past President two years later; supervises local chapters; assists the President.



**Louisa Kim**  
Daejeon Chapter  
National Publicity Chair  
Conference PR Chair



**Paul Robertson**  
Busan Chapter  
Chapter President

## Second Vice-President

Heads the National Program Committee; organizes the Leadership Retreat; manages the Special Interest Groups (SIGs), and KOTESOL Teacher Trainers (KTT).



**David Kim**  
Seoul Chapter  
Conference Comm. Chair  
Research SIG Facilitator



**Joseph Nicholas**  
Gwangju Chapter



**Marilyn Plumlee**  
Seoul Chapter  
English for the Deaf  
SIG Facilitator

## National Treasurer

Maintains collects, disburses, and makes reports on KOTESOL funds; executes banking transactions, budgetary planning, and record keeping.



**David E. Shaffer**  
Gwangju Chapter  
National & Conference Treasurer  
Proceedings, Journal, TEC Editor



## National Secretary

Records National Council meeting minutes; reads, acts on, and replies to KOTESOL email and other official Council communications.

**Joseph Nicholas**  
Gwangju Chapter

**Todd Vercoe**  
Busan Chapter  
Chapter Secretary

## Conference Committee Co-chair

Ascends to Conference Committee Chair the following year; assists the Conference Chair with Conference-related duties.

**Sean Coutts**  
Gwangju Chapter  
Chapter Vice-President

## Nominations and Elections Committee Chair

Submits a full slate of candidates for the annual election; conducts a fair election.



**Patrick Guilfoyle**  
Busan Chapter  
Chapter Vice-President  
Christian Teachers SIG Facilitator



**Jake Kimball**  
Daegu Chapter Vice-President  
Young Learner SIG Facilitator  
Nom. & Elections Chair  
TEC Managing Editor

## Vote at the Conference October 9, 10!

Complete candidate biodata and personal statements  
are available online at [www.kotesol.org](http://www.kotesol.org) and  
will be available at the Conference.

## 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](mailto: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"/> Testing | <input type="checkbox"/> Adult Education              | <input type="checkbox"/> Applied Linguistics          |
| <input type="checkbox"/> CALL                                   | <input type="checkbox"/> Intensive English Programs   | <input type="checkbox"/> Research                     |
| <input type="checkbox"/> 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](mailto:kotesol@asia.com)

Anyone can join KOTESOL by attending a local chapter meeting.

**[www.kotesol.org](http://www.kotesol.org)**

## KOTESOL 2003 Financial Statement

Monetary Unit: KRW

<b>Opening Balance (January 1, 2003)</b>			<b>94,310,096</b>
<b>Income</b>	<b>Budgeted</b>		<b>Actual</b>
Dues: Individual Memberships	16,500,000		23,054,015
Dues: Organization Partners	26,000,000		31,491,412
Library Subscription			425,000
Advertising (TEC, Journal, Proceedings)	1,000,000		100,590
Misc. (Interest, Cash on hand, etc.)	1,000,000		3,371,993
Interest on accounts		1,991,883	
End of year cash on hand		1,380,110	
Conference Net Revenues (excluding memberships)	1,000,000		4,842,276
International Conference Advance Reimbursement	17,000,000		16,667,687
National Conference Advance Reimbursement	3,500,000		0
Grants			5,575,000
British Council Conference Speaker Grant 2003		1,728,000	
British Council Conference Speaker Grant 2002		1,737,000	
ELTeCS Conference Webcasting Grant		2,010,000	
Asia TEFL conference Flower Arrangement Donation		100,000	
<b>Total Income</b>			<b>85,527,973</b>
<b>Expenses</b>			
Chapter Dues Shares (Half of Individual Dues)	8,250,000		9,270,000
Special Grants for Chapters	1,000,000		0
<b>Officers' Discretionary Fund Allocations</b>	<b>1,950,000</b>		<b>1,126,640</b>
President	400,000	396,000	
1st Vice President	200,000	0	
2nd Vice President	400,000	0	
Secretary	100,000	0	
Treasurer	150,000	250,000	
Conference Committee Chair & Co-chair	600,000	456,790	
Elections & Nominations Committee Chair	100,000	23,850	
<b>Department Allocations</b>	<b>32,585,000</b>		<b>13,875,533</b>
National Program Committee	3,850,000	1,247,100	
Technology Committee Training Program	1,000,000	0	
Technology Committee Chair Discretionary Fund	150,000	0	
Research Committee	2,275,000	0	
Publications Committee	14,550,000	8,394,230	
Domestic Relations Committee	400,000	0	
International Affairs Committee	5,620,000	3,763,073	
Membership Committee	3,440,000	71,130	
AM Liaison (Discretionary)	300,000	0	
Regional Events Support	1,000,000	400,000	
Executive Council Meetings: Travel	1,500,000		785,000
Executive Council Meetings: Food & Beverages	500,000		125,000
Leadership Retreat	3,500,000		4,271,936
Chapter Leaders' Meetings	2,000,000		0
Elected Officers' Domestic Travel	800,000		45,000
<b>Office Matters</b>	<b>1,300,000</b>		<b>1,261,210</b>
Stationery, Printing, Fax/Email Fees, etc.	500,000	389,210	
Award Plaques, Gifts, etc.	800,000	872,000	
Postage for Journal 2002	0		1,817,460
Equipment Purchases (through TechComm)	1,000,000		413,300
KOTESOL International Conference Advance	17,000,000		16,667,687
KOTESOL National Conference Advance	3,500,000		0
Return of Excess Library Conscripton	0		350,000
Banking Fees	0		23,898
Webcasting at Conference	0		1,256,389
<b>Total Expenses</b>			<b>51,739,053</b>
<b>Gain / (Loss)</b>			<b>+33,788,920</b>
<b>Closing Balance</b>			<b>128,099,016</b>

Note: All revenue and expenses are reported on a cash basis; i.e., they are reported when received or paid.

Auditors' Statement

The accounts as stated above fairly reflect the actual position of Korea TESOL during the period defined.

June 22, 2004

Roxanne Silvaniuk, Dean Derkson, auditors.

## ***KOTESOL Special Interest Groups (SIGs)***

### ***Research***

David D.I. Kim, Facilitator

### ***Writing Editing (WESIG)***

Adam Turner, Facilitator

### ***Teacher Education and Development (TED)***

Kevin Landry, Facilitator

### ***Christian Teachers***

Patrick Guilfoyle, Facilitator

### ***Young Learners***

Jake Kimball, Facilitator

### ***Games in Education***

Todd Vercoe, Facilitator

### ***Computer-Assisted Language Learning (CALL)***

James Trotta, Facilitator

### ***English for the Deaf***

Marilyn Plumlee, Facilitator

### ***Global Issues***

Jack Large, Facilitator

Make your KOTESOL experience special - join a special interest group.  
For more information, see page 40 or visit <http://www.kotesol.org/sigs.shtml>

## **KOTESOL Needs Leaders!**

## **Volunteer Today!**

### **Committees**

**Membership, Conference, Technologies**

### **Special Interest Groups**

**Teacher Education and Development, Young Learners**

### ***The English Connection***

**Writers and Editors**

# 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.

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](mailto: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 대한영 어교육학회.

**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 Chair is responsible for appointing a Nomination and Elections Committee and for conducting the election.

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

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

3. All Chapter Officers must be current KOTESOL members.

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

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

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

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

# 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 12th  
**KOREA TESOL**  
**International Conference**  
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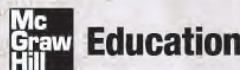
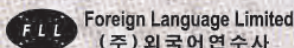
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