



# THE ENGLISH CONNECTION

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

## Acting Out: Improving Your Classes Dramatically

By Tory S. Thorkelson

As Shakespeare has said, "All the world's a stage, and all the men and women merely players: They have their exits and their entrances; and one man in his time plays many parts..." (*As You Like It*, II, vii, 139). Teaching imposes a multiplicity of roles on the teacher, including being a needs analyst, curriculum developer, materials developer, counselor, mentor, team member, researcher, and professional, to name but a few. While none of us are exactly experts in all these roles, we do our best and continue to develop ourselves as more effective teachers and members of our society. It is perhaps this meeting of professional skills and social or interpersonal skills that is the hardest to give our students.

As teachers, it is our job to choose the best materials and approaches or methods to satisfy the needs of our students, both personally and academically. I can honestly say that I have never seen a perfect textbook (and that includes the ones that I have helped write!) that suits the

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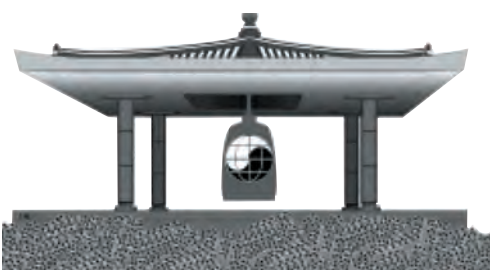
KOTESOL Conference 2005  
*Sharon Morrison*

Recalling the Roll  
*Heidi Vande Voort Nam*

Global Contexts: The Gulf  
*Jane Hoelker*

Taejon Chapter's Beginnings  
*Carl Dusthimer*

Constructive Use of Korean  
*Kyoungwon Oh*



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

June 2005

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Daegu-Gyeongbuk KOTESOL  
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**Globalization and Foreign  
Language Education**

**Kyungpook National University, Daegu**

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# THE ENGLISH CONNECTION

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

## Editor-in-Chief

**Jake Kimball (W) 053-782-2330**  
Email: tec\_editor@yahoo.com

**Jake Kimball (Young Learners, From the  
Editor's Desk, Web Wheres, Calendar)**

(W) 053-782-2330, Email: tec\_editor@yahoo.com

## Associate Editor

**Dr. David E. Shaffer**  
(W) 062-230-6917, (Web Fax) 0505-502-0596  
(C) 017-274-9181, Email: disin@chosun.ac.kr

**Douglas Margolis (Training Notes)**

Email: margolis@hawaii.edu

**Adam Turner (Writing Right)**

Email: ifli@hotmail.com

## Column Editors

**Dr. Kyungsook Yeum (President's Message)**

(W) 02-710-7707, (C) 016-239-2181

Email: yeum@sookmyung.ac.kr

**Jason Renshaw (KOTESOL In Action)**

(W) 055-267-6771, (C) 019-543-2506

Email: englishraven2003@yahoo.com.au

**Dr. David E. Shaffer (Membership Spotlight,  
Chapters in History, Word Whys, Who's  
Where in KOTESOL)**

(W) 062-230-6917, (Web Fax) 0505-502-0596

(C) 017-274-9181, Email: disin@chosun.ac.kr

## Editorial Staff

**Michael Duffy, Editor-at-Large**

(W) 031-460-4610, (H) 031-462-4375,

(Pager) 012-789-4080

Email: mgduffy45@hotmail.com

**Dr. Robert J. Dickey (Professional  
Development)**

(W) 054-770-5136, (H) 055-356-0968

Email: rjdickey@content-english.org

## Advertising

**Dr. Robert J. Dickey, OP Liaison**

(C) 016-834-0968

Email: rjdickey@content-english.org

**Dr. Andrew Finch (Action Research)**

(W) 053 950-5832, Email: aef@bh.knu.ac.kr

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# The Season of Intellectual Awakening



Starting the spring off with a conference whose theme was “From Bud to Bloom: Nurturing Partnership in EFL,” hosted by North Jeolla Chapter on March 19th, our KOTESOL “season of intellectual awakening” began. It was a wonderful conference to participate in, as the title conveys a true sense of sharing and nurturing friendship among all involved in the EFL world in Korea. I had a wonderful chance to meet with local TESOLers and supporters of English education and to share in their insights.

## President's Message

In a similar vein on April 9th, the Gwangju-Jeonnam Chapter's conference theme “Collaboration: Building a Learning Community” was enlightening. It was a timely slogan as it triggers an immediate reaction: “Teachers as Learners.” As is well understood, professional development is a pressing reality to both native and non-native English-speaking teachers. The way the Chapter is collaborating with other local organizations to broaden a learning community was impressive.



Also, the third in a series of special symposiums in Cheonan was hosted by the Daejeon-Chungnam Chapter on April 16th. It was creative and meaningful in that carefully selected expertise was invited to address essential TESOL issues. Though I was unable to be there in person, I received wonderful feedback on the symposium.

What is possibly even more exciting is the special events calendar for the rest of the spring semester. Two large-scale events have been scheduled for May. The first of these, Seoul SIG Day, was hosted by the Seoul Chapter on the 21st – an event whose realization I had longed for. In my inaugural speech, I envisioned more exciting special interest group (SIG) activities this year, as I am convinced that professional SIG meetings will strengthen KOTESOL and should be placed at the core of our organization's structure. I extend my gratitude to Seoul Chapter for making my dream a reality. I also express my special thanks to all the facilitators and presenters of all the participating SIGs.

Kyungsook Yeum  
Korea TESOL President

One week following SIG Day was the second May event, the Daejeon Drama Festival, revived by the Daejeon-Chungnam Chapter. What makes this event so special is its tradition, a tradition as long as KOTESOL itself that is being continued. This wonderful event attracts participation from far beyond the Daejeon area in Kindergarten, Elementary School, Secondary School, and University categories. Its success is yet another KOTESOL success.

Rounding out the season's events is a one-day conference on July 2nd, hosted by the Language Institute of Kyungpook National University and co-sponsored by the Daegu-Gyeongbuk Chapter of KOTESOL. The theme of the conference is “Globalization and Foreign Language Education,” and it features three speakers from the United States. It is heartening to again see KOTESOL conferences being held in the Daegu area. Put it on your professional development schedule, tell your colleagues about this enriching opportunity, and most importantly, be sure to attend.

Six large-scale events, in six different locations, and hosted by five KOTESOL chapters - in addition to this, there has been a series of Research SIG workshops to accent our season of intellectual awakening. Busy as this makes KOTESOL's spring calendar seem, so much more has been taking place. There has been a very successful Chapter Leaders Meeting, two National Council Meetings, three National Conference Committee Meetings, and nine chapter meetings each and every month! This more than shows that KOTESOL is healthy; it indicates that our organization is vibrant, growing, expanding its horizons, serving its members. I am proud to be a part of this and hope that you are, too.

# THE ENGLISH CONNECTION

## The Contributors



**Jake Kimball**

ILE Academy  
Daegu



**Dr. David E. Shaffer**

Chosun University  
Gwangju



**Dr. Kyungsook Yeum**

Sookmyung Women's University  
Seoul



**Dr. Robert J. Dickey**

Gyeongju University  
Gyeongju, Gyeongsangbuk-do



**Dr. Andrew Finch**

Kyungpook National University  
Daegu



**Carl Dusthimer**

Gyeonggi English Village, Ansan  
Ansan, Gyeonggi-do



**Tory Thorkelson**

Hanyang University  
Seoul



**Jane Hoelker**

Qatar Foundation  
Doha, Qatar



**Jason D. Renshaw**

Ewha ALS Changwon  
Changwon, Gyeongsangnam-do



**Adam Turner**

Hanyang University  
Seoul



**Kyoungwon Oh**

Jeongju University  
Jeongju, Jeollabuk-do



**Sharon Morrison**

Kyung Hee University,  
Suwon Campus  
Suwon, Gyeonggi-do



**Rocky Nelson**

Pusan University of  
Foreign Studies  
Busan



**Orysia Kiryk**

Woosong University  
Daejeon

**Eva Szakall**

JeongJin Culture Education Center  
Cheongju, Chungcheongnam-do

**Douglas Margolis & David Ellis**

University of Hawaii, Honolulu  
Hawaii, USA

## In This Issue



### Dear Readers,

In the last issue of TEC, I asked readers to spot a reference to The English Connection's predecessor. The answer was located in the column Chapters in History, contributed by Jack Large. Prior to 1992, TEC was called *Language Teaching: The KOTESOL Journal*.

In this issue, the feature is brought to you courtesy of Tory Thorkelson, Seoul Chapter President. Tory's thespian background and experience is evident throughout the article "Acting Out: Improving Your Classes Dramatically." It is also timely, in light of the recent Daejeon Drama Festival, and relevant, in that the activities noted in the article can be done with both large and small classes and with many different age groups. Please do try out a few of the activities and think about entering your class in a drama festival next year – Daejeon's or North Jeolla Chapter's.

### From the Editor's Desk

In *Chapters in History*, Carl Dusthimer documents Daejeon Chapter history. Rob Dickey reminds us that our physical and mental health play a significant but taken-for-granted role in our professional development as teachers. Andy Finch provides useful tips and suggestions for teachers who are conducting research using questionnaires. Dave Shaffer does the impossible with his article, "Oxymora: Incongruous Companions." In "Lessons Learned," Adam Turner offers sage advice for writing teachers. We have another *Global Contexts* article, this time from Jane Hoelker, a former KOTESOL member and now incoming President of TESOL Arabia, who reports on life in the Arabian Gulf region of the Middle East. Kyoungwon Oh's *Young Learners* article offers constructive and creative uses of Korean in the classroom.

Are you good at putting names to faces? Lucky for you *Techniques* is back. Heidi Vande Voort Nam summarizes tips for completing that perennial (and for some of us, monumental) task of memorizing students' names and faces. Ryan Cassidy, who is finishing up his MA with Birmingham University, provides us with his retrospective views on studying at a distance. If you are grading end-of-semester papers, read *Training Notes*, co-authored by David Ellis and Douglas Margolis. Your task of grading papers will be easier, and maybe more pleasurable. We also have a book review on the trendy topic of extensive reading. Rocky Nelson, a Busan Chapter member, reviews *Extensive Reading Activities for Language Teaching*. And finally, we have informative reports by KOTESOL representatives who attended the TESOL and IATEFL conventions in the US and UK, respectively.

Also, the TEC staff, including editors, writers, and contributors, would like to thank the large number of KOTESOL members who offered positive and constructive feedback. We value your comments and suggestions, and we are doing our best to publish timely, useful, and relevant material that discerning readers crave.

Happy reading!

**Jake Kimball**

TEC Editor-in-Chief  
tec\_editor@yahoo.com



**Continued from page 1.**

individual needs of each student in a given class. Harmer (1991), for example, writes of the use of textbooks:

Good textbooks often contain lively and interesting material: they provide a sensible progression of language items; clearly showing what has to be learnt and...summarizing what has been studied...But...they tend to concentrate on the introduction of new language and controlled work...[which]...will...not....provide enough roughly tuned input or output practice. (p. 257)

The same is true of any of the many approaches and methods that are talked about in the literature. But what about an approach that allows students to apply themselves and “provides the context for meaningful exchange in which participants see a reason to communicate, and focuses on ‘how to do things’ with the language rather than merely on ‘how to describe things.’” (Moulding, as cited in Oller & Richards-Amato, 1983). While the teacher’s methods and approaches may vary, the principles applied remain the same and include many, if not all, of those proposed by Kathleen Bailey (cited in Richards and Rogers, 2001, p. 251), which I shall use to attempt to justify my belief in drama’s effectiveness in the classroom.

**Engage all learners in the lesson.** The beauty of drama is that everyone can get involved. From the actors to the director and, in more elaborate scenes, the props people and stage manager. There is literally a role for everyone in a given scene or role play. If you give the students the guidance and support, they will exceed your expectations far more often than they will disappoint.

**Make learners, not the teacher, the focus of the lesson.** Starting with the most basic dialogue and progressing to the most elaborate role play, there is no better way to make the focus of the drama the students themselves. Especially when the ultimate goal is a performance in front of their classmates or other students, the learners are the focus of the lesson. The teacher then becomes a facilitator or “director” in the true sense of the word and only has to step in when problems occur. Otherwise, they can observe the students and help the creative process with input only when necessary.

**Provide maximum opportunities for student participation.** Drama allows students to work in pairs or groups and to contribute as much or as little as they want to the process and the outcome. As long as you are clear from the start about what you want the students to do and monitor their progress from start to finish, the students will have the security and freedom to get involved. If you give them the freedom to be creative, the rest will usually take care of itself.

**Develop learners’ responsibility.** Learner

autonomy and learner responsibility often go hand in hand. By accomplishing what they have set out to perform, they will learn many important lessons about teamwork and responsibility. For those students or groups that fail (and there will be some despite your best efforts) the lessons they will learn about not succeeding will be just as poignant and perhaps even more valuable. Often they are the ones that progress the furthest in the long run because of such a negative experience. The important thing is to help students feel comfortable being creative and making mistakes.

**Be tolerant of learners’ mistakes.** When putting the onus on the students, you should also be more flexible in terms of evaluation. No matter what the activity, some students will do better than others, and drama activities have a tendency to only make these problems more conspicuous. Remember to look at all aspects of the process, and be somewhat forgiving of errors in performance in front of the class.

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*The beauty of drama is that everyone can get involved.*

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Perhaps the best part of using drama is that it allows the teacher to back off from explicitly focusing on teaching the language or having to “error correct.” to positive or negative effect, from their linguistic background, experience, or position as “teacher.” Rather, they can allow students to self-correct using the script or dialogue as a model. In my experience, the written word is far more valued by Korean or Japanese students, for example, than any thing the teacher might say. Thus, while balancing positive and negative error correction is a difficult task in the best of situations, my students will most often self-correct from the script in front of them or their classmates will catch an error and correct them long before I ever have to.

**Develop learner’s confidence.** The language classroom is supposed to be a safe place to develop confidence. By performing in front of their peers and teacher, students will definitely develop confidence. Making mistakes is also a natural part of the language learning process, and drama, if done properly, allows students to make mistakes in a creative way that can also be controlled as much or as little as the teacher feels is needed.

If a classroom environment is to be comfortable for the students, then it must also be meaningful for their development as language learners. As Maley and Duff (1982) put it so eloquently, “Drama attempts to put back some of...(the)...emotional content into language – and to put the body back, too” (p. 7). While much of what we see in traditional textbooks claims to be “real” language used by “real” people, drama only claims to be a reflection of reality, but it uses real language to do so. Thus, we have a true melding of both the “form”

and “meaning” of language in use that can be both intriguing and educational for the language learner.

**Teach learning strategies.** Drama teaches students to look beyond the script or “dialogue” and see how the language they are learning can be used in real situations. More importantly, they can act out situations and in turn will relate the material they are learning to themselves as a natural side effect of having to put on a believable performance in front of the class.

According to Howard Gardner’s (1993) multiple intelligence’s, actors are a prime example of “bodily kinesthetic” intelligence: “...in acting, one’s ability to observe carefully and then to re-create scenes in detail is at a premium” (p. 227). Many actors would probably consider that a rather simplistic explanation of a rather complex process, but observing and mimicking are certainly necessary skills for the actor to possess as well as a keen eye for personality types and cultural cues – skills of great value to any language learner.

**Respond to learners’ difficulties and build on them.** Drama allows teachers to watch students producing and using language in realistic situations. There is no better way to see what students are doing right and wrong or to allow teachers, or even group members, to give error correction immediately and in a non-threatening manner. Mistakes can be made and corrected on the spot and learners can use feedback to grow as users of the target language.

**Use a maximum number of student-to-student activities.** Dramatic activities depend on the students. Generally, as in most group work, there is a likelihood that some students will be lazier than others, but the pressure of having to perform in front of their peers means that the whole group will be embarrassed if someone does not do their part. In my experience, the other group members will often keep their slacking classmate in line or, if not, the whole group will be so embarrassed when they perform that the lackadaisical student will be forced to work harder afterwards to make up for their lack of effort.

**Promote cooperation among learners.** Without cooperation and teamwork, there can be no performance. Certainly, there will be teams that do little or no work at times. But the creativity and imagination of other group’s work will often make these groups and their classmates take notice and do better next time. Obviously, acting, like so many other skills, only gets better with practice. By incorporating drama into your whole-class or course syllabus, you allow for a greater depth of both students’ awareness of the language they are studying and their skills as budding thespians as well.

**Practice both accuracy and fluency.** By using realistic scripts and exploring the intonation, pronunciation, and nuances of the language, drama in the classroom allows students to become more aware of

the importance of accuracy in the words they use and how they deliver them. Memorizing lines will not necessarily improve fluency, but the preliminary work of having to analyze what the characters are saying and why they are saying it that way will ultimately result in better accuracy and fluency over the long term.

**Address learner’s needs and interests.** You are bound to have a certain number of students who find that acting appeals to them. Others may find that they are better suited to directing, or making props or costumes for the scenes or dialogues. Whether it is developing a deeper understanding of the target language or discovering that they enjoy performing in front of people, drama offers an excellent way to engage students’ interest and address the need for student-centeredness in the classroom. The very process will help the teacher become more aware of their students’ needs and will, if done properly, give plenty of opportunities for addressing these as they arise.

I would now like to give you some ideas for activities other than the standard “dialogues” and “role plays” that fill the pages of so many course books. All of these have been used with a variety of classes and, while many of them are adapted from games or exercises I remember from my 24 years as an amateur actor, books like Spolin’s (1980) classic, “Improvisation for the Theater,” contain many more at levels from beginner to advanced.

### **Warm Ups/Icebreakers (Memory)**

**Emotional Tongue Twisters:** I use this every class as a warm up. Get a list of common tongue twisters (many can be found on the Internet) and pick one at random. Have the students repeat it after you a couple of times to ensure that they have the pronunciation under control. Now, model the same tongue twister by picking a common emotion (such as “anger”) and read it angrily. Pick a student and give them another emotion (i.e., “sadness”) and have them say it sadly. This can go on as long as you like, but I usually do it in a circle or a whole-class activity, and I only do it for a few minutes.

**Name Game:** Groups of 9-11 students in a circle. One person begins, “My name is *Kim* and I like *bowling*” (with a bowling action). Person 2 says, “Her name is *Karen* and she likes *bowling*; My name is *Bill* and I like *dancing*.” This continues until all the people from 1-9 have done a name and accompanying action, Then, Person 1 must do them all.

**Mirror Game:** Pairs. One person must follow exactly what the other does, e.g., brushing hair. Students can practice for 2-3 minutes and then random pairs perform for the class

**California Game:** Groups of 9-11 students in a circle. Start with Person 1 saying, “My name is *Sam* and I’m going to take a *sandwich*.” Person 2 says, “His name is



Sam and he's going to take a sandwich. My name is Beth and I'm going to take a beach towel." This continues until everyone has spoken. Person 1 must do them all to finish.

### **Imagination**

**Musical Places:** Using a new age or world music CD and CD player, the teacher will play 30 seconds to a minute of each song, and the students must close their eyes and describe what they feel (place, time, actions, etc.). They may also be asked to guess where the music came from (if it is world music) and the winner may receive a small prize.

**Directions Game:** Students choose teams of five people. One person will be blindfolded, and the others must give that person directions in English about how to find an object or objects in the classroom. I use three nerf balls placed in various parts of the room. The blindfolded person must place all three balls in a row from largest to smallest in the quickest time. Two people act as caretakers to make sure the blindfolded person does not run into desks, trip over bags, and so on.

**Pass the Parcel:** Class is divided into two teams. Team A and Team B stand facing each other. Each team will be given an imaginary object to pass from one end to the other. The teacher and the other team will give them the object description (e.g., big/heavy, small/heavy, big/light, small/light, small/very expensive, big/easy to break, big/heavy/circular, and so on). The team must pass the object silently from member to member remembering what the object is.

### **Building a Character**

**Acting Collage:** Students must give a common location and brainstorm what people do there (e.g., subway = sleep, read, listen to music, stare at other people). Now, using volunteers to start, the whole class must create a subway scene with volunteers or a random choice of people to inhabit the scene. The scene can then go on for one or two minutes depending on how active the characters are.

**Freeze Tag:** Two or three people are given a moment to come up with a situation and relationship (e.g., brother and sister who hate each other). They begin the scene and, when they have done a minute or two, someone yells "freeze" and steps into the scene to change it into another scene or take it in another direction.

### **The Character and the Scene**

**What's My Situation:** Teams of 3-4. Students are given a situation and must come up with a one-minute scene (five minutes preparation time). Sample Situations: Father lost his job and has to tell the family; Son/daughter comes home late after curfew; Mother is an alcoholic; Son/daughter refuses to study for their exams; Son/daughter brings their girl- or boyfriend

home to meet the family; Daughter is drunk and boyfriend (a stranger) brings her home.

### **Body Language**

**Rhythm & Gesture Challenge:** This game can be played standing or sitting in a circle, but standing gives more options to a more advanced group. A student or the teacher begins by clapping a rhythm or making some kind of strange gesture. The next person repeats the first person's gesture and adds their own. This process goes around the circle until the last person has to remember all the gestures. This works best with up to about twenty people, as more becomes both boring for those waiting and more difficult for the last person in the group.

**Charades:** Students are divided into two teams and choose a person to begin. This person is given an adjective card (or idea from their team) and must mime it so that the other team can guess what it is. Teams take turns guessing what the person is miming and the winning team is the one who guesses the most words. Time limit per person is 1-2 minutes.

### **Preparing for a Scene**

**Gibberish Game:** Groups of three are required for this game, but the people will rotate as needed. One person is an expert, one person is a translator, and one person is a reporter. The reporter is interviewing the expert about their field of expertise and the translator sits in the middle and translates everything both ways.

**ABC Exercises:** Two people begin the scene in a common situation (i.e., husband and wife arguing) and after a few minutes another person must enter and change the scene or characters. This can go on for a while and can be very funny.

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*"Drama attempts to put back some of the emotional content into language."*

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**Tell Me a Story:** Students will sit in a circle. The teacher can start the story with "Once upon a time, a boy loved a girl" or "An alien landed in Seoul today" and then throws a nerf ball to a student who continues the story. Each person throws the ball to the next student when they have added a sentence or two to the story until the story ends.

**Human Dolls:** Two pairs of students are chosen (two boys, two girls) and one student on each team is the doll and the other is the doll handler. The students in the class are divided into two teams and must decide on a location and situation. They will direct the scene and provide the dialogue as well.

### **The Greatest Prop is - YOU!**

**Follow the Leader:** The class forms two lines. The

first person in the first line walks naturally to the end of the room and back. Now, everyone else must mimic them. The first person in the second line does a strange walk of their choice and everyone mimics them. Now, the leaders move to the end of the line and the next two leaders do the same. The game continues until everyone has done this.

**You Be the Director:** Two volunteers begin a scene together (i.e., best friends fighting). After a minute, they freeze and the audience must decide what they will do next. One half decides the feelings and actions for one character, and the other half for the other character.

**Object Exercise:** Students and the teacher bring in a selection of strange objects from home. These are placed on a table or desks at the front of the room under a cloth (or in a bag). Two teams are chosen and each member of the team must take a turn choosing an object and using it in a novel way.

### **Costumes & Creating a Character from Nothing**

**Funny Hats:** Students and the teacher bring in a selection of hats from home. These are placed on a table or desks at the front of the room. Two teams are chosen and each member of the team must take a turn choosing a hat and using it in a novel way to create a character.

**Family Reunion:** Students use a bunch of hats and costumes, if possible, and use the situation of a family reunion to create and perform a skit in groups. Students are divided into groups of 4-5 and have to write and perform their skits in the given time. Allot preparation time of about twenty minutes and performance time of a maximum of about five minutes per group.

**People and Places – Guided Tour:** Students mime a tour of their room or another room that they are familiar with. The class must guess what objects are in the room and what room it is.

Incidentally, these are not ranked by ability, but rather by the skill area they are used to highlight. Many of them are easily adapted to students who have no acting experience and, unless otherwise specified, they work best with classes of 15-20 students.

In conclusion, in trying to tie teaching theory and practice to drama, it is important to remember that, for many, the connection is not so obvious or even desirable. I, for one, think that trying to form a strong connection would be a mistake. As Charlyn Wessels (1987) says, "Drama is doing. Drama is being. It is such a normal thing. It is something we all engage in daily when faced with difficult situations" (p. 7).

In essence, we are all actors playing "roles" as children, siblings, teachers, students, adults, parents, and so on.

The thing that has always fascinated me about poetry and drama is that the whole idea is to create an impression on the "audience" using only the most crucial language to do so. With words in a script, they are both the beginning and the end of what I call the "actor's circle" or the cycle of creating a full-blown character from a set of words on a page as interpreted by the actor's imagination. By requiring the students to bring the dialogue or scene to life, they must use their imaginations, body language, and so on to make the characters "real" to their classmates and hopefully themselves. As a start, you may want to begin with something simpler and more structured, and Spolin (1996) may be a good start:

[Using]...theater games with your students will bring refreshment, vitality and more. Theater game[s]...are designed not as a diversion from the curriculum, but rather as supplements, increasing student awareness of problems and ideas fundamental to their intellectual development. (p. 2)

No matter whether you use dramatic techniques to liven up the all-too-frequent dialogues in your textbook or to bring a given situation alive as a "role play," I am confident that drama will help your students, and you, engage with the material you cover in your classroom in a much more meaningful and active way.

### **The Author**

*Tory S. Thorkelson (MEd in TESL/TEFL) is a Canadian who has been a KOTESOL member since 1998. He is the President for Seoul Chapter and is an assistant professor/research coordinator for Hanyang University's PEEC Program. He has co-authored research studies and a university-level textbook. He has acted in local drama productions for The Seoul Players, a group he helped found.*

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# Taejon Chapter: The Early Years

By Carl Dusthimer

In the beginning there was the word, and the word was..... HELP! Seriously though, when KOTESOL all began, there was simply a group of people working towards a common goal that, at the time, was largely undefined. That group of people was an offshoot of an organization called AETK (the Association of English Teachers in Korea). Mr. Jack Large explained about this group, KATE, (Korea Association of Teachers of English) in his article appearing in the last edition of this publication (TEC, vol. 9, no. 1, p. 18), and I only touch on it as a means of continuing the story of how KOTESOL came into being and how it moved forward in its early years.

KATE was centered in Taejon (now romanized as “Daejeon”) and was formed to give English teachers outside of Seoul support in professional development. The main focus of KATE, and one that remains a focus of KOTESOL, was giving members practical, useful ways to improve language learning in the classroom. The people most closely involved in the creation and development of KATE were Margaret Elliot, Dr. Kwon Oryang, Jack Large, Dr. Nam-soon Kim, Demetra Gates, and myself. Looking to move forward and fulfill this focus, this goal, this core of people simply met regularly and tried to come up with ways to share

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*We always worked together...that was the key to our early successes.*

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activities, techniques, and methodology. Not being a trained teacher when I came to Korea, I just wanted to learn to be a better classroom teacher and look for ways for others to share their experiences and successes (as well as those infrequent failures).

To provide a little concrete, historical background to this description of the early years, I would like to paraphrase a chronological account of that period by Dr. Kwon Oryang. After a period of frustration with having to travel to Seoul for AETK meetings, teachers in the Taejon area, including Jack Large from Iksan (then called “Iri”), and myself from Jeonju (then spelled “Chonju”), as well as Margaret, Demetra, and Oryang, began getting together at Hannam University. It was a result of these meetings at Hannam that KATE was formed, selecting Margaret Elliot as its first president. Immediately, KATE began to thrive and soon became more active and prosperous than AETK.

KATE embraced the “chapter” system, and as Jack Large wrote, “enabled teachers to find organizational support closer to home by providing a natural way for groups of teachers in their respective locales to meet conveniently, without having to travel great distances to do so.” I believe this system was the backbone for the success of KATE, and later (and presently) for Korea TESOL.

## Chapters in History

Edited by David E. Shaffer

Back to the history of KATE for a moment. It should be noted that KATE had as its leaders/presidents, Margaret Elliot (1988-89), Jack Large (1989-90), Dr. Kwon Oryang (1990-91), and me (1991-92). I hesitate to put an order to it, or even a defining set of accomplishments to any one of these individuals. Rather, I would like to reiterate that the shared vision of better classroom teaching and assisting those who wanted to become better teachers guided these leaders during their tenure and was the very reason they accepted a leadership role in KATE. Furthermore, I can say with certainty that none of them was seeking recognition or notoriety. They simply, and gladly, accepted their role as leader through the election process. I would also like to note my belief that the success of KATE, and of KOTESOL in the early years, was more due to the camaraderie and shared goals of those early participants than any lofty goal of size, influence, or greatness.

Looking back on the early years, to give a little perspective to English language teaching in Korea, I would like to paraphrase a friend and respected scholar, Dr. Dwight Strawn, who, in his address at one of the early KOTESOL Leadership Retreats, said, “English language teaching did not begin when you landed at Kimpo Airport” (Seoul’s international airport at the time). I think that is something we all need to remember as KOTESOL continues to make a difference in English education in Korea. There is a very significant history to English language teaching in Korea, and we need, as an organization, to look at what has been done before in order to be more effective in the initiatives we choose to embrace to chart the future.

On a personal note, I should say that when I came to Korea, I was as green as the spring rice seedlings you see in the paddies in spring. I came into a new culture,

and I was new to teaching English. Luckily, I was provided a mentor, not by design, but by, shall we say, destiny. Her name was Margaret Elliot, and she was my real introduction to teaching English in Korea. She was also very instrumental in the formation of KOTESOL, and soon after, the Taejon Chapter. She was always a quiet, driving force for English education at Hannam University, and ultimately for KOTESOL and the Taejon Chapter during its infancy.

For me it began about the same time as the creation of the Cholla Chapter. It resulted from the same spirit of camaraderie, the same we-may-not-know-where-we're-going-but-let's-take-the-journey-together spirit that I believe defines this organization, especially in its early years. Perhaps the vision of KOTESOL is much better defined now, as well it should be, but back in the early 1990's the vision was more organic. It was built on relationships and a shared realization that we could improve ELT in Korea by sheer will and hard work. And that spirit did produce results. It produced the Cholla Chapter, and it produced the Taejon Chapter, as well. We always worked together, sharing teaching ideas, as well as developmental ideas for the fledgling organization, and that was the key to our early successes.

One of the most memorable successes, and one that

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*Move forward with the spirit with which it began: adventure and camaraderie.*

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remains today, is the Drama Festival. It had its early, humble beginnings in Taejon. I can remember that the idea came up during one of our brainstorming sessions. You know, at one of those times when you are looking for something new, when you are reaching out for a new idea that will bring students and teachers together: an idea that can accomplish things that the classroom environment cannot quite capture. Well, as run-of-the-mill as that may sound now, it was an innovative idea at the time. And what an experience those first few festivals were! It was more of a challenge than you might think. Sure, it is a challenge now, but then it was truly an adventure. So many people gave their time and energy to make those festivals truly memorable. We even had a teacher from an island off Yeosu in Jeollanam-do who brought her students three years running. That is the dedication, that spirit, as teachers and as members of KOTESOL, that really defines what we are and what we do. If there is any single ongoing event that defines our organization, I believe it is the Daejeon Drama Festival. This event helped to get us going. It resulted from the original spirit that got the whole glorious thing started. Its spirit and energy remain today. That is testimony to KOTESOL's commitment to ELT in Korea.

One might be asking at this point, "Who were the

leaders of the Taejon Chapter in those early years?" Those personalities were Margaret Elliot, Carl Dusthimer, Demetra Gates, Kim Nam-soon, Joo Hyun-chul, Ju Yang-don, and a score of others. The names are certainly important, and I apologize if I have forgotten some of those who played a key role in the Taejon Chapter and its development. As a matter of record, I would be remiss not to include a list of the presidents of the chapter, as they have been instrumental in developing the chapter to its present level of success.

Carl Dusthimer	1992-1993
Sangdo Woo	1993-1994
Yangdon Ju	1994-1995
Andrew Perkins	1995-1996
Lori Roach	1996-1997
Kirsten Reitan	1997-1998
William Schmidt	1998-1999
Edith Swain	1999-2000
Eunjeong Kim	2000-2001
Kevin Parent	2001-2003
Oo-Sheek Seo	2003-2004
Aaron Jolly	2004-Present

But I think we need to understand that we are all a part of a larger picture: the KOTESOL picture. I guess what I am trying to get across is the importance of the "spirit" of KOTESOL. You can ask any of those involved: Jack Large, Demetra Gates, Dr. Kwon Oryang, Margaret Elliot, and others mentioned above. The essence of the beginning of the Taejon Chapter of Korea TESOL is the spirit that was there at the time - the spirit that understands that we may not be sure of exactly where we are going, but are confident that together we can make it happen.

In the end, there must be a group of people working together toward a common goal. Then it was the chapters (Cholla, Taejon, Taegu, Seoul, and Pusan) with largely undefined objectives. Now it is a larger organization, Korea TESOL, with better-defined goals. We have a mission statement: "To promote scholarship, disseminate information, and facilitate cross-culture understanding among persons concerned with the teaching and learning of English in Korea." In moving forward, we need a vision statement to better define ourselves and where we are going. My humble piece of advice, looking back on those formative years, is to move forward with the spirit with which it began: adventure and camaraderie.

**The Author**

**Carl Dusthimer** is currently Director of the Gyeonggi English Village at Ansan. He has a long history with KOTESOL having served as Conference Co-chair five times, as well as Co-chair for the Pan-Asian Conference in 1999. He also served as KOTESOL national president for two terms (1997-1999). His interests are in the areas of curriculum development and global and peace issues.

# Finding Your Whole Self

Korea's current "well-being" craze hasn't yet found the English classroom.

In contrast to the previous five columns, where we have been examining issues in areas traditionally aligned with education and instruction (however tenuously), this time we consider elements that are clearly outside the box. And unlike previous columns, there is little effort to ground the arguments here through the received wisdom of academia. It's obvious: your health is fundamental to your ability to teach.

Alan Maley (2000) discussed the need to manage and maintain a teacher's voice. Sounding more like one's grandmother than a teacher trainer, he reminds us to rest the voice when we can, not strain it, avoid dust and the sniffles, and so forth. Actually, in design and contents, this little book reminds one of a musician's practice book: it is filled with short exercises one can do to protect, strengthen, extend, and maintain the voice - that so useful tool in a classroom. Still, one could argue that the voice is a rather obvious concern for teachers. Why did it take an established maverick like Maley to make it marketable in ELT?

Obviously the same arguments can be made for most aspects of the human anatomy – comfortable shoes protect the long-standing teacher, caution for temperature and chalk dust, avoidance of overwork,

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## *Job-stress is pervasive.*

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and so forth. Unfortunately, school administrators often don't see eye-to-eye on how much is too much. Issues of teachers' emotional health are discussed far less often, if indeed at all. Yet as a developing professional, we have a duty to maintain and improve our ability to teach, and to help others to do the same. So why is it that among educated professions such as teaching, nursing, and law, the burnout rate is so high? Why are nearly 50% of new graduates leaving their chosen profession within the first five years of entry?

The methods craze of the 1970s and 1980s brought "psycho-social" concerns to the forefront of language teaching, yet the focus was on the learner. Relaxation, comfort, sense of acceptance, supportive (non-critical) guidance from class facilitators, even improved furniture and surroundings failed to address the teacher's own situation, and the post-90s demand for documented learning growth, even assessing teaching based on learner's test scores, has turned up the heat for teachers in North America and here in Korea. Korean students are literally killing themselves in university entrance competitions; it's simply a matter of time before we hear of Korean secondary school

teachers doing likewise.

Fifteen years ago, a teacher in Korea had a life of great prestige, even if the salary wasn't much. Students dared not "step on the shadow" of the teacher. Parents bowed in respect. University professors taught ten hours per week in the provinces, researched little, published little, and after a few years, could teach through recycled lessons, hence they needed little preparation for many classes. There was time for contemplation and rejuvenation: in terms of work-related stress, life was good. Most of those professors have now retired, or have seen their work-environment change dramatically. They are teaching more, required to research and publish more, and dealing with less-respectful students who were less successful in high school than their predecessors.

## *Professional Development*

*By Robert J. Dickey*

Expectations are climbing. Teachers at secondary and tertiary levels are concerned about the employability of their students, which can affect both bonuses and even the continuing vitality of their schools. Employers demand more work-related skills of graduates. Parents are demanding more of teachers too, and at many colleges and universities, student recruitment obligations can devour dozens of hours per month. There seems no escape from ever-climbing responsibilities, and rarely a chance to relax. Job and university entrance competition seeps all the way to kindergartens, as well as the private academies, and teachers are held accountable for their students' success. Job-stress is pervasive. Although pay is now competitive with the business community and there are many unemployed PhD holders, tenured professors and highly experienced teachers are walking away from their classrooms in search of a better life.

Even while vacations shorten and overtime extends, teachers must find their own seas of serenity during the school term, whether through hobbies, computer, novel, or movie escapes, yoga and transcendental mysticism, or whatever works for them. The "end-of-semester" vacation is too remote, classroom frustrations too immediate. A ten-minute break can be invaluable. That which was scorned twenty years ago is now high on the "recommended reading" lists of many teachers.

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# The Heldenbrands: Great Servants Amongst Us

Two beams shine forth from our membership spotlight this issue, and both on almost the exact same spot? on Jeonju in North Jeolla Province and on Brian and Tammy Heldenbrand. She has been serving in Korea and KOTESOL since her marriage to Brian in 1998; he has been serving since 1988. Within KOTESOL, Brian is currently National Secretary. He has previously served on the National Council as Jeolla Chapter Representative during his three years as Chapter President and has served one term as Chapter Secretary. His involvement with KOTESOL, though, has spanned a decade. Tammy has been a KOTESOL member since she came to Korea. She has served her Chapter in the capacity of Treasurer and at present is Secretary. She has also been the coordinator of the KOTESOL Ambassadors since their inception three years ago, that indispensable group of assistance providers that one finds at the International Conference and which she was instrumental in creating.

Brian's involvement with EFL began soon after he



came to the Korea Baptist Theological Seminary in Daejeon as an exchange student. Upon his return to his university in the US, he

was asked to tutor Korean professors for the remaining two years at his school. Through this experience, he was led to accept a position at a private language school in Jeonju and then, in 1994, at Jeonju University, where he now teaches. Brian relates, "I believe teaching to be a calling and I am certain that this is my purpose in life." At Jeonju U, he teaches skills courses and Athlete English. At the graduate level, he teaches Introduction to TESOL and Oral Skills. In addition to teaching, Brian serves as the pastor for the Jeonju University Church, which has both English and Korean congregations.

Brian's preparation for this work began at Southwest Baptist University in Missouri, USA, where he received a BA in Christian Ministries and where he met Tammy. To this first degree he has since added an MA TESOL from Saint Michael's College, Vermont, USA, and an MA in English Language and Literature from Jeonju University. Brian's academic interests include EFL through drama and speech techniques. He is presently involved in short-term immersion programs and will be conducting research in this area.

At Southwest Baptist U, Tammy studied for a BA in Theatre. After coming to Korea, she added to that degree an MA in Korean Studies from Jeonju University.

She and a co-worker are now engaged in research into the workload and approach Korean students take to studying English and academics in general.

## Membership Spotlight

By David E. Shaffer

Both Brian and Tammy hail from western Missouri: Brian from near Kansas City; Tammy from near Springfield, further south. Their religious backgrounds brought them together at Southwest Baptist U, and eventually to Korea and KOTESOL. Brian expects to continue in the coming decade as an educator, pastor, and administrator, actively impacting the lives of others. His campaign cry for students is "Be bold, and make a lot of mistakes!" while heaping upon them encouragement, instilling confidence, and correcting strategically, not constantly. Tammy's teaching goal is quite similar: to put the students at ease and bring joy back into learning. Her general motto for life is also quite admirable, the Biblical principal: "Let the greatest amongst you be a servant."

The Heldenbrands have many joys in their lives – for Brian there is tennis, swimming, bowling, and stamp collecting; for Tammy there is genealogy research and historical preservation (a 120-year-old hotel is on her action list); for both of them, there is their faith. But

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*"I believe teaching to be a calling."*

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one of their biggest joys came to them on December 26, 2003. That was when Santa brought them their son Malachi Elias, beginning the second generation of Heldenbrand TESOLers in Korea.

Both intend to continue to serve KOTESOL and hope that KOTESOL will find new ways to serve. Brian would like to see our organization grow through more involvement with other local organizations, whether educational or social. KOTESOL is privileged to have the Heldenbrands amongst our membership – admirable servants, both of them.



# One-Stop Shopping @ Developing Teachers

The URL <http://www.developingteachers.com/> has always been one of my favorite stops on the TEFL information highway for three reasons: 1) quality content, 2) regular updates, and 3) easy navigation.

Developing Teachers has a lot to offer practicing teachers who are looking for manageable doses of professional development. As the name suggests, the site targets developing teachers, meaning everyone from beginning teachers to MA and PhD holders committed to revitalizing their classroom practice.

Most teachers gravitate towards the popular teaching tip page. Monthly teaching tips are provided in newsletters, which you can subscribe to for free. A sizeable bank of previous tips – approximately 240 of them – can be a lifesaver for teachers in search of a repository of classroom activities. Coincidentally, these teaching tips have been submitted by developing teachers just like you and me.


After finding a few activities for tomorrow's class, head to the resource pages for extended lesson plans. Click "Lesson Plan Index" found on the right bar menu. This, I think, is one of the better resources on the site. The lessons are far more complete than the one-off activities on the teaching tips page. Lessons are conveniently categorized by title/topic, level, and aims. The Lesson Plan Index also offers a stockpile of warm-ups, class closers, and fillers.

For those with a need for more theory than practice, go

to the articles section. A few recognizable names in EFL have contributed articles. Some of the articles even have accompanying lesson plans and activities. The wide variety of topics increases the likelihood that everyone will likely find something of interest.

The books review section is now simply a listing of recommended books divided into categories for new teachers, advanced teachers, and teacher trainers. Full reviews, which are well written and persuasive, can be found by scrolling down the page and clicking the hyperlink "To see the recommended book index." Alternatively, reviews can be read in the archived newsletters.

Drawbacks? The bulk of the material caters to teenagers and adults at the intermediate and advanced level, thereby leaving teachers of YLs and beginners or false beginners to adapt activities and lesson plans.

All-in-all, if you are a teacher somewhere on the teacher development continuum and in need of some fresh and creative ideas for the classroom, I recommend this website as one that not only talks the talk, but walks the walk. 

## Web Wheres

By Jake Kimball

For the purpose of promoting research among our members, KOTESOL is offering two million won in research grants for 2005.

## 2005 KOTESOL Research Grants

- 1) Two research grants of 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s).
- 2) Five research grants of 200,000 won each for academic presentations to be presented at the 2005 KOTESOL International Conference.

**Contact** Dr. Joo-Kyung Park, *Research Committee Chair*: [joo@honam.ac.kr](mailto:joo@honam.ac.kr)

## At a Distance: Away from Bricks and Mortar

The ubiquity of the Internet has made it increasingly easy to study away from the bricks and mortar of an academic institution. The absence of those very tangible ties to one's education poses some challenges for those endeavoring to study "at a distance." If TESL/TEFL or Applied Linguistics is your area, you will almost certainly swim some of the oceans of ink that have been spilt on the subject of learner autonomy in recent years. The trick is to relate what you study, to how you study. For the most part you are left to your own devices. Here are a few things that have helped me. Take what you will.

Aside from a few very short-lived New Year's resolutions to "get organized," I have never been able to maintain a daybook. Strictly keeping such a daily planner and planning my studies in the early days of my MA helped to make them routine. Items to include are target dates to finish readings and drafts of written work as well as due dates for assignments. Although my distance-MA daybook quickly went the way of all the others I have tried to keep, my studies became habitual and though I write increasingly little down, I am able to keep, more or less, to a schedule. However, be aware that every schedule derails at some point, but that can be a good thing. Keep your wits about you and determine whether you are off course or onto a new, and perhaps more interesting, one. Do not be afraid to abandon a dead end.

It has been important for me to find someone to talk to. It is easy to become somewhat cloistered with the

reading and notes you have. Although most programs have, I assume, some manner of bulletin board or email list to share ideas with fellow students, it is often helpful to take whatever thoughts ramble through your head and spill them out for someone else to poke, prod, and fiddle with, particularly if that person has a healthy

### Distance Learning

By Ryan Cassidy

cynicism for, or at least an unfamiliarity with, the field of ELT. Outside eyes can often see the forest hidden by all the tress.

A wise man once told me, "If you aren't happy doing what you're doing, do something else." You should enjoy the program you're in. If you don't, maybe you should make a change. Although I have been guilty of several whining sessions of my own, I have always managed, at some point, to remind myself that this gig was a choice. If you find that you whine more than you read or write, there is no shame in admitting that the program you have chosen, or distance education in general, does not suit you. There are always choices.

Autonomous, brickless, and mortarless – that is a distance education program. And this is a guide to how to succeed in, or how to proceed with, such a program.



## KOTESOL Publications

*The English Connection* and *Korea TESOL Journal* welcome submissions. What do we need? Full length feature articles and short features, classroom-centered research and research reports, and short articles on practical classroom teaching techniques, cross-cultural understanding, etc.

For further information, read the Contributor Guidelines for *The English Connection* (page 44) and *Korea TESOL Journal* (page 45).



# Recalling the Roll: Techniques for Learning Students' Names

The semester opens. With attendance roster in hand, the teacher looks across the sea of nameless faces, wondering how she will ever learn to put the right name to each student's face. Learning the names of any class can be a daunting task, and the problem intensifies when a teacher from one country attempts to master unfamiliar sounding names in another. The task of name learning recently inspired a discussion among KOTESOL's Teacher Education and Development Special Interest Group (TED-SIG) members, who shared the following ideas and strategies.

Name learning contributes toward a positive classroom environment. "It makes students feel accountable and strengthens your control of the classroom," commented Heidi Vande Voort Nam. Joe Walther added, "If you first learn the names of the few students who are likely to cause problems, and call on them a lot, they are less likely to be a problem. In addition to this, it simply makes things more personal. Calling on the students by name builds a better rapport with them, and they are more likely to take chances in class." Greg Matheson raises the point that "the more able the student, the more likely they are to think the teacher knows their name."

So how do you go about learning names? One method is using photographs of students. Walther wrote, "I take a few group photos of each class and label them. I then use these when I call on them in class." If you take or collect pictures of individual students, Nam suggested that you can "use the pictures as flashcards to drill yourself on the names." David D.I. Kim contributed this technique: "I insert their photos into an MS Word document. In order to keep track of the photos and who they are, I created a sign-up sheet where students put down their name(s)." Kim advises laminating the sheet of student pictures and names so that the teacher can refer to it while "calling roll, or walking around during a conversation class, or assigning class participation grades." He went on to observe that "you can also write up comments on the lamination or mark it up with symbols for when they are deserving of extra credit, etc."

As an alternative to photographs, Pat Copeman offered this idea: "I had the students write their names on place cards. They have the place cards on their desk so I can refer to that rather than the seating arrangement, which is much faster for me. When I hand [place cards] out, I try to match the student with the name. It is making it easier for me to learn the names, and the students get a big kick out of watching me try to match names to faces." For more practice matching names to

faces, Nam recommends that you "use names frequently" and "make eye contact whenever you call the roll or hand back assignments."

Of course, some classes are so large and meet so infrequently

that the task of learning all of the names can be overwhelming. Nam encouraged teachers not to give up. She advised, "If the class is too large, and your memory is too small for all of the students, keep trying to learn a few names each week throughout the semester." In order to do this, she suggests that you "choose a few different names to practice each class period."

The value of learning names extends beyond classroom management: It can deepen the teacher's understanding of the language learning process. Matheson noted that learning names is "the closest and easiest way we have of modeling what [students] are doing [when] learning vocabulary."


The discussion of names on the TED-SIG board continues. Members have weighed in on the merits of using English nicknames, alternative Romanizations of Korean names, and honorifics. To read the discussion or join in yourself, visit the TED-SIG discussion board at [http://groups.yahoo.com/group/KoTESOL\\_TED\\_SIG/](http://groups.yahoo.com/group/KoTESOL_TED_SIG/).

## Contributors:

Pat Copeman: Okgye Middle School, Okgye and Geumjin Elementary Schools

David D. I. Kim: Kangnam University

Greg Matheson: Chinmin Institute of Technology, Taiwan

Heidi Vande Voort Nam: Chongshin University 

## Techniques

By Heidi Vande Voort Nam

## Research SIG Workshop

**Using SPSS  
Coming this summer!**

Participation is limited.

**Contact :** David Kim  
[kotesolresearchsig@yahoo.com](mailto:kotesolresearchsig@yahoo.com)

# Assessing Student Writing

Previous "Training Notes" have examined techniques for identifying problems with traditional achievement tests. Performance exams - interviews, role plays, essay tests - present even more difficult challenges. Unlike multiple-choice tests, for example, where scoring is dichotomous, performance tests are more prone to rater biases, misjudgments, and other errors. In this article, we focus on ways to minimize such errors while assessing student writing.

## Common Rater Biases

Rating problems stem from a number of causes, one of which is grading fatigue, where earlier graded papers receive different treatment from later papers. No teacher wants to be unfair in this way, but as we all know, grading many papers can readily exhaust the eyes and dull the mind.

Another cause of bias is disagreement and familiarity. Although teachers try to avoid grading students based on positions with which they disagree, this bias can be difficult to avoid. Topics and politics with which we are more familiar will inevitably be easier to understand. We might try to compensate by being more lenient on students with unfamiliar or disagreeable positions, but doing so is more an acknowledgement of a bias than a solution to the problem; it means that the scores are based on factors other than student performance.

Our own orientation may be an even more difficult bias to overcome. For example, while some teachers focus primarily on grammar when grading papers, others focus on content, while still others focus on organization. These differences in rater orientation can lead to very different assessments of an essay exam.

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## *Performance tests are more prone to rater biases.*

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In these and many other ways, writing assessment suffers from rater error, which lowers the reliability and validity of test scores. If you doubt our words, test yourself. Read and grade ten student papers, but write your grades and comments on a separate sheet of paper. Two weeks later, grade the same essays again, and then compare your original scores with the second set. How do they compare? Whatever differences exist is rater error. Since we are all prone to such error, one way to reduce it is to use a rating scale when we mark our essays.

## **Analytic vs. Holistic Scales**

Although many rating scales exist, the two most dominant in second language writing are holistic and analytic scales. Holistic scales are designed to yield a single score that reflects the overall impression of the

rater, whereas analytic scales decompose the text into several individual components such as content, organization, vocabulary, mechanics, and language use.

While both types of scale examine similar features, the holistic scale forces raters to decide on a single overall "holistic" score

while the analytic scale forces raters to assign individual scores based on several writing criteria. Which type of scale is better is a matter of debate, but whichever you choose, beware that they both face two potential problems.

First, scale levels (e.g., Excellent, Good, Poor, etc.) are not always clearly distinguished, so choosing the right level can become very difficult. Therefore, the more effort you give to clearly specifying the characteristics of each scale level, the easier it will be for you to decide an appropriate grade when it comes time to mark the papers.

Second, different testing contexts require different scales. For example, a placement test scale designed to group students by proficiency is probably an inappropriate scale for students in the same writing class because the group is too homogeneous. Thus, adapting whatever scale you use so that it matches the context will ensure that your scoring will be both more appropriate and accurate.

In short, using a scale to grade papers helps minimize biases, but you will also need to remind yourself to choose/design an appropriate scale for your context, and then stick to it while grading.

## **Other Bias Busters**

Being aware of rater biases and using an appropriate scale to minimize them is a great start to more successful grading. However, here are a few other tips that might help you achieve even more reliable and valid scores.

First, quickly read all the papers and sort them into three groups based on your initial impressions. Doing so will not only help you use relative performances to pinpoint criterion performances, but it will also help you become familiar with the essays before marking them. Moreover, it gives you the opportunity to confirm your initial impressions once you do start grading.

Second, mark no more than ten papers at a time when assigning grades, and no more than five when having to

## Training Notes

By Douglas Margolis  
& David Ellis

make extensive comments as well. Doing so will help avoid grading fatigue, which can negatively impact your consistency.

Finally, check yourself from time to time to ensure that you are not letting a particular type of error prejudice your overall assessment of the paper. Otherwise, you may end up permitting an unreasonably low grade due to a minor mistake conceal the student's true ability. We hope that following these few simple tips will help you grade your papers more consistently and accurately.


### The Authors

**David Ellis** has just finished his MA in ESL at the University of Hawaii. He taught English in Korea for five years and is now preparing to move to California to take a job as a teacher trainer at the Defense Language Institute in Monterey. Email: [ellisd@hawaii.edu](mailto:ellisd@hawaii.edu)

**Douglas Margolis** teaches at the University of Hawai'i while working toward his PhD, specializing in classroom research and error correction. He taught in Korea for eight years and hopes to return after finishing his degree. Email: [margolis@hawaii.edu](mailto:margolis@hawaii.edu)

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## The 1st KNU-KOTESOL International Conference

On Globalization and Foreign Language Education

July 2, 2005

Kyungpook National University, Daegu

Kyungpook Nat'l University –  
Daegu-Gyeongbuk KOTESOL

## 'Round & About KOTESOL

**March 30-April 2, 2005. Dr. Kyungsook Yeum** (National President) was the KOTESOL Representative to the TESOL Convention held in San Antonio, Texas, USA. In addition to many of the presentations offered, she attended Affiliate meetings, the Annual Business Meeting (ABM), and the Town Meeting. *For details see her report on page 31.*

**April 5-9. Sharon Morrison (Conference Comm. Chair)** was the KOTESOL Representative to the IATEFL Conference held in Cardiff, Wales, UK. She attended many Associates' meetings, great plenaries, and many other presentations. *For details see her report on page 30.* Also attending the Conference was Sean O'Connor (ConComm Technical Director) who served as a member of the technical team at Cardiff. In addition to assisting at the Cardiff Conference, Sean gained some insights into the technical workings of another major international conference.

**April-May. Louisa Kim (1st Vice-President)** and **Jake Kimball (Nominations & Elections Comm. Chair)** have had their names added to the growing roll of lifetime KOTESOL members, indicating that their participation in and contributions to Korea TESOL will be long-term.

**May 16-20. Dr. Robert J. Dickey (Long-term Planning Comm. Chair)** was in Hanoi, as a consultant for the British Council (Vietnam), meeting with senior government officials and local consultants concerning language and government. As a public administration expert, over the next year he will be developing an intensive four-week content-based English language training curriculum for mid- and senior-level Vietnamese government officials.

**May 21. Tory Thorkelson** has been re-elected to the position of **Seoul Chapter President**. See *Who's Where in KOTESOL* for the full list of the new officers.

**June 5. Jason Renshaw (Young Learners SIG, Facilitator)** had bestowed upon him the title of "proud father" with the birth of his son, James (Jae-min) Dennis Renshaw. The 3.6-kilogram young learner and his mother are both doing well.

## Oxymora: Incongruous Companions

Life can be oxymoronic; and language has a means of expressing this oxymoronity, i.e., via oxymora or oxymorons. An *oxymoron* has been defined as a rhetorical device in which an epigrammatic effect is created by the conjunction of incongruous or contradictory terms. In plain talk, an *oxymoron* is an expression whose two parts seem to oppose each other. This would be easy to understand if ever you have experienced a moment of *deafening silence*, such as if you and the most attractive stranger in the world were standing *alone together*, and that person was waiting for you to speak first. I hope you do not still consider my definition to be *clearly ambiguous*. It would be wrong of me to leave you with a *clouded transparency*.

For less *muddled clearness*, the word's etymology may be of assistance: From Greek *oxymoron*; neuter of *oxymoros*; from *oxys* (sharp) + *moros* (dull). So *oxymoron* itself is an oxymoron! How oxymoronic! What sets oxymora apart from other paradoxes and contradictions is that they are used intentionally as figurative speech, for rhetorical effect, and the contradiction is only apparent, not real, with the combination of terms providing a novel expression of some concept. In the *Idylls of the King*, Tennyson used two oxymora in a single clause: "And *faith unfaithful* kept him *falsely true*." The master of oxymora, however, is clearly Shakespeare. In *Romeo and Juliet*, he writes, "O anything of nothing first create! / O *heavy lightness, serious vanity!* / Misshapen chaos of well-seeming forms! / Feather of lead, bright smoke, cold fire, sick health!"

A class of expressions often referred to as oxymora, but actually not, rely on the association of an alternative meaning of one of the expression's terms for humorous effect. In the following "perceived oxymora," an alternate meaning of the noun must be conjured up:

*old news, loose tights, plastic glasses, and even odds.* For others, an alternative meaning of the adjectival term must be triggered: *dry ice, found missing, friendly fire, and linear curve.* In still others, which Richard Lederer calls "opinion oxymorons," the humor lies in the *perceived* absence of the characteristics of one of terms in the stereotype of the expression. e.g., *military intelligence, postal service, criminal justice, working holiday, and educational television.*


### Word Whys

By David E. Shaffer

My favorite "semi-oxymoron" is *half naked*, but the opinion oxymoron that tops this one many times over is the name of the popular software *Microsoft Works*. Oh, *good grief*, whatever happened to truth in advertising! (If life were not oxymoronic, even with its *random order*, it sure would be a lot more boring.)

I will leave you with the following oxymoron-laden passage for you to find *almost exactly* eleven oxymora contained therein, if you have a *mild interest*:

The brilliantly dull, aged youth seemed oddly normal when he ordered boneless ribs and some fluffy squash after deciding against the vegetarian meatballs. His plastic glasses looked pretty awful perched there on his nose while he decided between coffee with nonfat cream or a non-alcoholic beer.

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

## KOTESOL International Conference Online Registration

Want to be one step ahead of the others? Want to save both time and money?  
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Check out the KOTESOL website for details.

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

## Lessons Learned

While recently reviewing lesson materials, I was struck by how differently I teach writing class now than when I started out. In this column I would like to question some common teaching practices and suggest some alternatives.

### **Don't Confuse Teaching With Learning**

I am struck by how often teachers complain that they don't have enough time to cover everything in class. However, I don't see why we have to. Most learning, as opposed to teaching, takes place outside of the classroom, anyway. People get entire degrees online without attending a "class." I now spend more time making materials on topics like formal email style that can be effectively learned through self-instructional handouts or webpages rather than on materials designed to be used and explained as class handouts. In addition, self-instructional materials can be distributed to individual students to reflect their specific writing problems. If, on the other hand, many students have difficulty with the same writing problem, then I may teach to those specific problems. This way, feedback can be more effective, individualized, and focused on student needs.

### **Let Students Choose Their Own Topic**

Many writing textbooks have interesting essay topics and readings on current issues written by established writers. Some textbook series are even supported by CNN videos, for example, to create rich learning resources for students. However, for most kinds of writing, essential writing skills include the ability to choose an interesting topic, narrow it down, find sources, and come up with an original or interesting thesis statement. I suggest that teachers create the objectives and evaluation criteria, but let the students choose a topic that interests them for almost every

## *Why do so many writing teachers correct every grammar mistake?*

assignment. Many students have little experience choosing their own topics and find this task very difficult, yet rewarding. For example, I assigned a short process writing assignment but did not set a specific topic. One student wrote a recipe to make her version of "super ramen" while another wrote instructions for calibrating a laser range finder. Both met the assignment's objectives, and they were much more engaged because they had ownership of their topic.

### **Feedback: Separate Higher-Order / Lower-Order Concerns**

Why do so many writing teachers correct every grammar mistake (lower order) on a student's paper in

addition to giving general comments on organization (higher order) at the same time? I am not sure, apart from the fact that so many students (and teachers) equate "writing" with "grammar." The only reason to check every grammar mistake on a paper is to get a piece of writing ready for publication. In contrast, the purpose of a writing assignment is to make sure that students have met the objective of the assignment. In fact, there is no conclusive evidence in our field that grammar correction without extensive revision has any effect at all on writing improvement! This finding, I think, is an intuitively reasonable conclusion for most experienced writing teachers.

## Writing Right

By Adam Turner

The more I teach writing, the less grammar feedback I seem to give. However, I have been giving more frequent feedback at a higher order of concern. For example, for major assignments, I comment on the students' outlines, and they must submit a working thesis statement to show they are on the right track before continuing. Feedback on the first draft doesn't include any grammar correction unless it interferes with communicating meaning. Indeed, most of the feedback I give occurs before the final assignment is due, not after. This approach helps to eliminate common problems in the early stages of the essay, thereby saving time and increasing learning.

### **Take a Mastery Approach**

I may have fewer writing objectives in my classes than some other writing teachers, but I expect the students to meet each of them. In other words, students must resubmit assignments until they have achieved the objectives, such as having a clear thesis statement or using APA reference style correctly. I see assigning a grade, for example, 70 percent as an almost useless activity. What happened to the other "30 percent" is what should interest us. Either the student has achieved the objective we have set for the assignment or they have not. If they have not, they should do the task again until they have achieved what is expected of them. Admittedly, setting clear objectives is not always easy to do, but it is definitely worthwhile. I take a cumulative portfolio approach to grading to enable the process of revision, while also satisfying departmental demands for traditional grades. With this approach, students have an incentive to do a thorough job from the start; otherwise they will quickly find out that they just create more homework for themselves! This may seem like more work, and admittedly, sometimes it is; however, I have achieved better results using this approach.

# Daejeon DramaFest 2005: Continuing a Tradition

By Orysia Kirsyk

Saturday, May 28th – a beautiful day and absolutely perfect for any festival! 10:30 a.m. saw the official opening of this year's Daejeon Drama Festival by Prof. Mun Sil Yom, English Language Communication Department Chair at Woosong University, carrying on a tradition that began a decade and a half earlier. A truly rousing and invigorating *samulnori* performance by Yuseong Middle School students set the pace with color and celebration. I was very impressed when I saw and heard them by chance the previous Saturday. One person led me to another until I met with their teacher. By Monday afternoon, she had confirmed that they had permission to play for us – a big feat since they would go on to perform downtown after lunch.

Young learners from Woosong Language Institute (my own class) delivered the first performance of the day with their version of *Chicken Little*, spontaneously incorporating songs they had learned over the previous eight months.

All the teams had obviously put in hours of rehearsal and the anticipation as they waited to perform was palpable! Their excitement and sharing as they interacted was a delight to see, with many actors and volunteers commenting that this was their first involvement in any kind of project like this. They took the opportunity to speak with each other and discussed how and where they had learnt English. One volunteer later wrote in his diary that he had found his life's calling, and as I met students over the next few days, I received many positive comments and beaming smiles. It was a pity that one group seemed to isolate itself from the many opportunities to mix and share in a day designed for interaction, fun, participation, and friendship.

The Drama Festival ended at about 6:00 pm, with the

releasing of 200 helium balloons. Since then, there has been a continuation of social activity in re-visiting and thanking sponsors and offering invitations to lunches and dinners from people happy to have been associated with the event.

It is regrettable that the first two acts, and possibly half of the third, were not recorded. Archiving this event will therefore be somewhat incomplete, but a product is being offered for sale.

Chapter executive plans to review the viability of further drama festivals, so the future of this event is at the moment still in doubt. However, judging from responses which continue to filter in, it was a very worthwhile activity to be involved in. It was worthwhile to those people who appeared at the most opportune times, in the most opportune ways, to facilitate in the actual practical delivery of the Drama Festival – people from Woosong University, ELC, Solpine, sponsors, businesses, the people who gave up paid work, and those who gave many hours on the day and before despite birthdays and vocational exams. It was equally valuable to the friends and individuals who just popped up and overwhelmed me with their depth and degree of passion and commitment – I salute them! Their words, joyful and eager – What do you want? How can we/I help? I/we want to help you. What else can we do? What else do you need? – will stay with me. And while most of them are not KOTESOL members and will not see these words because they will not receive a copy of *The English Connection*, I LOVE THEM and THANK THEM from the BOTTOM OF MY HEART.

In chairing this festival, I have been mindful of President Yeum's words and hope this event has contributed to her vision.



# Moving from Korea to the Arabian Gulf

Thinking about trading in the soaring mountains of Korea for the level sands of the Gulf? The EFL field is becoming more fluid these days. EFL teachers are moving from Japan to Taiwan or to Thailand. Some have moved from Korea to the Gulf. The stretch is possible and the transition is not difficult. What common factors make the move easy and what differences might make it challenging and interesting?

## The Students

What are the Gulf students like? Arabs love to banter, argue, discuss, and joke – much like Koreans. Arabs grow up in an extended family that visits at least weekly, if not daily; takes weekend trips together; and vacations annually together. So they learn early to capture the attention of a large group of people. Young children are encouraged to develop fully their personalities as individuals. They are lively, talkative, and usually enjoy giving presentations in class. They might have to learn how to organize a presentation or how to develop it with supporting details, but shyness is not often a problem.

While Arabs have highly developed speaking skills, it is important to realize that literacy was not introduced into many Gulf countries until thirty years ago. Experiences that people from Asian or Western cultures with a highly developed literacy rate might take for granted, such as being read to at night as a child before going to bed, are just beginning to become practices in this part of the world. Without a developed L1 reading skill, it is quite a challenge to develop the L2 reading skill.

## The L1 Influence

Without the steady comprehensible input of L1 reading from an early age, many Arabs find the skill of writing in their L1 or L2 to be most difficult. It is also important to recognize how the Arabic language is structured and used because this has quite an effect on how Arabs manipulate their L2, which is usually English. Arabic must be spoken loudly and emphatically just to be understood. It is the responsibility of the listener to understand the message and not that of the speaker. Often questions have to be repeated several times by the listener until the message is understood. Meanwhile, the speaker might be talking about a variety of topics while the listener is asking these questions.

Also, Arabic grammar can be relaxed and words might be missing in sentences. Sentences might not even be finished. (I've heard Spanish spoken this way by a Puerto Rican lady in my nighttime Spanish class in Philadelphia years ago. I've also heard English spoken in a similar way by my elderly Italian neighbor who immigrated from the old country to the U.S. in his teens.) Therefore, it is difficult for Gulf students

learning how to write to appreciate accuracy in spelling, grammar, or writing. They often say that it is the reader who must understand the writer's intention.

## The Economy

The motivation to study in oil-rich Gulf countries is not as intense as in Asian countries. It is hard to imagine the extent of the wealth today in the Gulf nations without the experience living there. When they graduate from high school, Arab males are given the keys to a car by their father and total freedom. Their hours are never questioned. Most females are promised at least three servants when they marry; a cook, a housekeeper, and a nanny. After some years of marriage, the government gives the family their first home. Neither locals nor expatriates pay taxes, although newspaper articles speculating about the possibility of an income tax being introduced appear often enough these days to worry some ex-pats who hope to work in a tax-free Gulf for their entire career.

However, the Gulf governments know that they cannot depend totally on oil revenue in the not-so-distant future to support the national budgets. Oil reserves are shrinking and the population is expanding in countries where families often have 10 or 12 children. So, young people are strongly encouraged to go to the various universities and vocational schools that have been opening up across the peninsula in the past 10 or 15 years. The goal is to have them fill the positions that ex-pats now occupy in the private sector. While these institutions are now tuition-free, in 10 years they will probably begin to charge fees. The college-age population will double in the next 10 years in the Middle East, and those numbers will also make education quite expensive.

## The Package

The package for expatriate teachers is generous. Salary, housing, and economy class roundtrip airfare to place of residence are paid. Most teachers can afford at least part-time maids. Each summer an economy class roundtrip ticket to home of residence is paid for teachers and their spouse and children, if applicable. School fees at local international primary and secondary institutions are paid up - often to three children. Recently, the construction boom in some cities in the Middle East, like Dubai, Abu Dhabi, and Doha, are driving rental fees so high that finding teacher housing within budget is becoming more and more difficult. Funding for professional development, such as conference attendance, is not consistently

## Global Contexts

By Jane Hoelker

Continued on page 34.

# Constructive Use of Korean in the Classroom

By Kyoungwon Oh

Ever since English was introduced as one of the main subjects in the elementary school curriculum in 1997, English-only in the classroom has been a contentious issue. Using L1 in an L2 class is often thought of as unproductive and faces strong resistance from those in conservative camps who believe in banning L1. While English as a medium of instruction surely has its own merits in terms of providing target-language input, a majority of Korean primary school teachers employ a bilingual method, using both English and Korean, as there are some advantages to using Korean when used creatively and constructively.

Previous studies (Auerbach, 1993; Schweers, 1999; Kwon, 2003) suggest that the benefits of bilingual instruction in English education should not be underestimated. Use of the learners' mother tongue can be beneficial, one obvious use being the delivery of clear ideas on abstract and complex notions and detailed instructions that would be too difficult for beginners to understand in L2.

Using L1 helps learners to reduce affective factors such as stress and fatigue, thus diminishing psychological barriers to English acquisition. As young pupils are more prone to culture shock, they are likely to feel fear or apprehension when exposed to completely unfamiliar material. An appropriate use of the mother tongue may comfort them.

## Use of the learners' mother tongue can be beneficial

L1 may also promote pupils' comprehension when it is used as scaffolding. Well-known Korean folk tales can be a useful resource for teaching English. Take, for example, the story of Heungbu and Nolbu. Teachers ask questions to determine how much of the story pupils know. With less familiar stories, the teacher may provide a more detailed account of the story in Korean. Then the teacher, using English, makes a list of questions related to the lesson. Pupils answer the questions in English. Although the course material is in Korean, this procedure prompts pupils to use English. Additionally, the teacher can use the story as translating material: Learners translate the story into English, thus promoting productive language skills (Nation, 2001). If pupils find the translation difficult, rephrase the L1 into an easier Korean sentence. Your students may feel a sense of triumph. Moreover, using a familiar Korean story makes pupils feel less nervous about the whole class and keeps them motivated.

Korean can be used to compare English culture with Korean culture. In practice, a simple and short cultural aspect may be explained and described in Korean to make it easily understood to pupils. Initially, a teacher

gives explanations about the target culture in Korean, explaining distinctive cultural elements, asking pupils what they think of the cultural differences, and whether or not Korea has a comparable culture. After that, the teacher presents an English dialogue relevant to the target culture. Here is a sample dialogue.

David : Oh, no! Look at that!

Minsung : What? What's wrong? It's just a black cat.

David : Doesn't it mean anything to you? It's bad luck in my country.

Minsung : Really? I didn't know that. A black cat is not a sign of bad luck in Korea. Instead, we don't like crows. Crows are bad luck to us.

This dialogue is presented after the teacher explains a superstition about animals. Through dialogues like this, pupils not only understand and remember interesting foreign culture, but they also practice lexis, sentence structure, and grammar. Needless to say, well-designed dialogues are crucial.

Young  
Learners

Edited by Jake Kimball

Many people seem to have a blind preference for using English-only in the classroom. The use of Korean in the English class is not necessarily harmful to pupils; in fact, its wise use may lead to a better language-learning environment. Hopefully, this may contribute to encouraging more teachers to develop efficient ways of utilizing Korean appropriately in class without threatening the English learning process.

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## The Author

Kyoungwon Oh started to teach English at Jeonju University this year after completing her Master's degree in Applied Linguistics at the University of Durham in England. Besides applied linguistics, her main interests are language acquisition, historical linguistics, and archaeology.



# Questionnaires

Once we have identified a problem in the classroom, questionnaires offer a basic means of investigating that problem from the students' point of view. Teachers can make their own questionnaires or adapt published research instruments (FLCAS, BALLI, SILL, etc.). Some of the areas we might look at include motivation, attitudes to assessment, group work, homework, peer-pressure, participation, etc.:

- Anxiety ([www.finchpark.com/books/lj/0074.html](http://www.finchpark.com/books/lj/0074.html))
- Confidence (.../lj/0042.html)
- Learning styles (.../lj/0056.html; .../lj/0057.html)
- Classroom environment (CEQ) (.../lj/0053.html; .../lj/0066.html)
- Student perceptions about the course (.../lj/Pre.doc)

Questionnaires do not give us the full story, of course, since they represent no more (and no less) than the students' perceptions of what is happening in class. However, when we remember that these perceptions control the learning that takes place, we can see that it is extremely important to know what the students are thinking. The "Classroom Environment Questionnaire" (CEQ) offers an example of a particularly useful approach to this situation. Students are asked first to respond according to the learning environment that they would like to see. They are then asked to fill in the same questionnaire, identifying what actually happens in class. Results of the two questionnaires can be compared, giving an idea of what needs attention. If the teacher also fills it in, further valuable information can be identified regarding differences between teacher/student perceptions.

It is important to be careful about how questionnaires are introduced. If they suddenly appear in the lesson without warning, students can easily see them as intrusions and consequently might not be serious when completing them. It has also been shown that students often give the answers that they think their teacher wants them to give in such "artificial" situations. It is a good idea, therefore, to incorporate questionnaires into the learning content of the lesson. If this can be done, then the research instrument becomes a part of learning and English is used in an authentic setting. Questions can be made very simple and can be set at the proficiency level of the students. Having worked through the questionnaire as a learning activity, students will be able (and motivated) to answer sincerely.

This does not exclude the use of Korean questions if the teacher would like students to answer freely and in depth. A common problem with questionnaires is that they are usually composed of Yes/No, True/False, or Likert-scale ("Answer on a scale from 1 to 5") "closed" questions. Because of their restricted nature, responses can only confirm (or not) the teacher's suppositions.

They cannot draw attention to issues that are not mentioned. For this reason, it is important to add an "open" question or two and to further supplement questionnaires with other research methods such as interviews and learner journals.

When making the questions, we need to look closely for hidden assumptions ("What-am-I-thinking?" questions) and double negatives ("Don't you like working in groups?"). The first type encourages students to give an "acceptable" answer, while the second type raises first-



language interference problems ("Yes, I don't like it" vs. "No, I don't like it," and "Yes, I like it" vs. "No, I like it."). As a means of combating such problems, and as with many aspects of EFL teaching, it can be interesting and rewarding to ask groups of students to make the questionnaire. Not only does this help them to think deeply about the issue and to compose relevant questions, but it also encourages them to do this in English.

Finally, when using a Likert scale, there can be a problem of association, with "5" implying "very good" and "1" implying "not good." Research instruments, therefore, often allocate "complete agreement" with "1" and "complete disagreement" with "5." An alternative to this problem can be to use a number of unusual symbols and to state the responses that they represent at the beginning of the questionnaire:

- $\Theta$  = I agree completely
- $\Omega$  = I agree on the whole
- $\Delta$  = I disagree on the whole
- $\Phi$  = I disagree completely
- $\mu$  = No comment (I have no opinion)

Good luck with your questionnaires!



## A Quote to Ponder

***Education is not the filling of a pail, but the lighting of a fire.***

William Butler Yeats (1865 - 1939)  
*Irish poet and dramatist*

# The 13th Annual KOTESOL International Conference

The 13th Annual Korea TESOL International Conference Committee invites you to Sookmyung Women's University in Seoul on October 15-16, 2005. This year's theme is *From Concept to Context: Trends and Challenges*. In keeping with our theme, our list of invited speakers encompasses an impressive list of ELT professionals and researchers with a correspondingly broad range of both theoretical and practical backgrounds.

**Mario Rinvoluceri** is a well-known teacher trainer and has been in the English language teaching field for over 30 years - the last 26 years with Pilgrims. Rinvoluceri also edits Pilgrims' online magazine *Humanising Language Teaching*. He is the author of numerous books and articles. His most recent publications include *Unlocking Self-expression Through NLP* (2004), *Vocabulary Resource Book for Teachers* (2004), *Using the Mother Tongue* (2002), and *Humanising Your Coursebook* (2002).

**Dr. Jean Brewster** currently works in the School of Languages in Education at the Hong Kong Institute of Education. A former primary teacher, she has been an ELT teacher educator with Universities in London, Bristol, and Nottingham for over 25 years. She was for many years an assessor and Chief Examiner for the Royal Society of Arts Diploma, *Teaching English through the Curriculum in Multilingual Schools*. Most recently, she was Course Director for the MA course, *English Language Teacher Development*, at the University of Nottingham. While there, she was part of the teaching team which created an MA in Teaching Content through English. Her publications cover both primary and secondary cross-curricular approaches, *Tell It Again!*, and the *Primary English Teacher's Guide*.

**Dr. Amy Tsui** is the chair professor in the Faculty of Education of The University of Hong Kong. She has published widely in the areas of discourse analysis, language policy, teacher education, and ICT in teacher education. Her publications include *Understanding Expertise in Teaching: Case Studies of ESL Teachers* (CUP), *Classroom Discourse and the Space of Learning* (LEA) and *Medium of Instruction Policies: Whose Agenda? Which Agenda?* She is currently working on a volume on language policy, culture, and identity in Asian contexts with James Tollefson.

**Susan Stempleski** has been active as a teacher, teacher trainer, author, editor, and consultant in the field of language teaching for more than 30 years. Since 1981, she has been based in New York City, where she is Coordinator of Faculty Development at Hunter College International English Language Institute of the City University of New York. She also lectures in Columbia University's Teachers College graduate

program in TESOL. She founded the Video Interest Section of TESOL, Inc. and is a past member of the TESOL Board of Directors. Her publications include more than 40 textbooks and teacher reference books. Her resource books for teachers include *Cultural Awareness*, *Video in Second Language Teaching*, and *Video in Action*. She is the series editor of the *ABC News ESL Video Library*.

**Dr. Ana Lado** teaches full-time in a unique Master of Education program in TESL at Marymount University, USA. The program offers alternative initial teacher licensure for teaching ESL in grades K-12. Dr. Lado's broad interests and experiences include teacher training, bilingual education, research, reading and literacy, and assessment and evaluation. As a consultant and researcher, she has worked on public and private education projects in both ESL and EFL contexts. She is also president of LADO Enterprises, Inc., the intensive language schools founded by her father, the renowned applied linguist, Robert Lado.

**David Hall** is the head of the Department of Linguistics at Macquarie University. His interests include curriculum innovation, management, English for Special Purposes, and materials writing. He has extensive overseas experience in administration, consultancy, and research for international aid agencies. His recent publications are: *Teaching and Researching Language for Specific Purposes* (forthcoming) and *Innovation in English Language Teaching* (2001).

**Clyde Fowle's** areas of interest include teacher training, language school management, program management, and testing. He has taught in many international contexts: Thailand, Singapore, Taiwan, Malaysia, Vietnam, Indonesia, Japan, Laos, China, and Britain. He currently works as an ELT consultant for Macmillan Publishing Co.

Online registration at [www.kotesol.org](http://www.kotesol.org) will be open from July 1st to September 23rd. We hope you will join us this year and bring a friend to some of our over 100 presentations. Regardless of whether your interest is in young learners or university graduates, testing or training, lexis or grammar, or simply rubbing shoulders with colleagues and networking, plan on spending the weekend at Korea's premier ELT conference!



# From San Antonio: The TESOL 2005 Report

By President Kyungsook Yeum  
KOTESOL Representative to TESOL 2005


Being able to stroll down San Antonio's renowned Riverwalk and sample the local Texan cuisine was more than enough compensation for the hectic TESOL Convention schedule for March 30-April 2, 2005. The TESOL Convention was a huge "intellectual festival," accommodating seven thousand people from over a hundred countries from all around the world. Over twenty content areas featured hundreds of presentations, and alternately or concurrently with them, nearly twenty Interest Section group presentations were available. In addition, various kinds of administrative meetings were held at the Marriott Riverwalk Hotel, near the Convention Hall.

As the KOTESOL representative, my major priority was placed on attending TESOL Affiliate meetings, the Annual Business Meeting (ABM), and the Town Meeting to share insights with TESOL leaders from around the world. I also participated in dozens of workshops, offered by the Leadership Development Certificate Program. Since "nurturing leadership in KOTESOL members" was one of my mission statements in my inaugural speech, I would like to take this opportunity to share my views on leadership.

First of all, I would like to bring your attention to the acronym, VICTORY, which stands for the seven virtues needed to be a leader: "V" for vision, "I" for intelligence, "C" for communication skills, "T" for thoughtfulness, "O" for obligation, "R" for responsibility, and "Y" is for a "Yes attitude." Without these combined virtues, one cannot be a true leader, and genuine leadership will not be possible. Of these, I wish to emphasize "vision" for a true leader, and I would like to define a leader as a person who has vision and who is ready to meet and deal with any challenges

to the implementation of that vision. Also, a leader must have a wide perspective upon which their vision is based and within which their vision is compatible.

At the TESOL ABM, I met with role-model TESOL leaders, whose vision and challenges brought changes to the organization. There was mutual respect between the officers on the stage and the general members of the floor, definitely based on a balanced group dynamics. There was an apparent on-going dialogue between the outgoing officers and incoming officers since they were sharing a common heritage. There was a decorum and tradition observed throughout the meeting, and the two items of business on the agenda were unanimously passed: "Voting Rights of Retired Members" and "TESOL Work to Influence US Policymakers," whose purpose is to enact measures to ensure all international students and educators be treated with respect and dignity. The ABM itself looked like a happy reunion among TESOLers for the creation of a better vision of the TESOL world. Of course, there must have been lots of work done beforehand by TESOL officers and staff to create such a harmonious environment.

I wish I were able to share more vision with KOTESOL's officers and members, and I wish I had the courage to implement more new ideas as well as communicate better. At the same time, I wish to provide more opportunities to encourage ideas and facilitate leadership in our membership for the remainder of my tenure as president. My belief that this can happen was reinforced while attending the TESOL 2005 ABM, observing Convention attendees, and experiencing the cultural decorum. 



# From Cardiff: The IATEFL 2005 Report

By Sharon Morrison

KOTESOL Representative to IATEFL 2005

The annual IATEFL (International Association of Teachers of English as a Foreign Language) conference was held in Cardiff, Wales, UK, at the beautiful City Hall and Museum on April 4-9, 2005. Located a few hundred meters from Cardiff Castle, the conference venue was as scenic inside as out. The buildings featured ornate decoration with presentation rooms featuring the city's art collection. A perfect setting to lift the mind and the spirit.

The conference schedule was intensive. It began with the Associates Dinner on Monday, April 4, and ended with the closing plenary on Saturday. During the week, there was ample opportunity to absorb knowledge, broaden one's methodological scope, and inspire one's teaching at the three plenaries, nine pre-conference events, SIG presentations, symposia, and many notable presentations.

IATEFL offered the option of hearing one of the two plenary speakers on three different days. The six speakers were: Amy Tsui, Alison Wray, Rod Bolitho, Suresh Canagarajah, Carolyn Graham and the Rt. Hon. Rhodri Morgan AM. I was able to attend two of these wonderful talks. Dr. Amy Tsui (University of Hong Kong) gave a presentation entitled: *Language and Identity*. Dr. Tsui has published in a broad range of areas including discourse analysis, language policy, teacher education, and ICT. She has written three books on the subjects of teaching, discourse, and instructional policy, and is working on a fourth on language policy, culture, and identity in Asian contexts. This area was the focus for her plenary at IATEFL. In her presentation, she focused on language as a manifestation of values and culture. Because the forces of globalization are pushing Asian countries to adopt English, these countries are facing the dilemma of developing policies that promote English, while at the same time, safeguard the countries' own language and identity. She raised the question of whether the use of English is "deepening the divide" between native and non-native speaker cultures or "enriching the experience." She underlined the importance of understanding the learning styles of Asian students, re-examining language pedagogy, and embracing the multiple identities of Asian students so as to not create damage to self-esteem.

The second plenary had a related theme. Suresh Canagarajah (City University of New York) spoke on *Globalization of English and Changing Pedagogical Priorities*, wherein he explored the need for "everyone to negotiate diverse varieties of English and develop competence in a repertoire of codes." In this context, he emphasized the necessity of valuing pluralism

creating a pedagogy that nurtures this.

These outstanding presentations were but one important part of what the IATEFL conference had to offer. The pre-conference events were grouped around themes: Business, Computers, Young Learners, to name but a few. Once the conference began, attendees could choose from over 300 presentations on a dizzying array of topics. I spent much of my time at those associated with Academic Writing, but I participated in many others on creativity in the classroom, teaching presentation skills, spoken and written discourse analysis, IT, and learning styles. However, one of the most fascinating was hearing the experience of the Iraqi delegates and their struggle over the past year to create a new curriculum to replace one not updated since 1972. Their enthusiasm was palpable. After listening to what their team had accomplished, I think we all left the room feeling thankful for the resources we have and the desire to use them more effectively.

The IATEFL SIGs were well represented and each day several rooms were tracked according to a SIG theme. Most of these included a panel discussion with the chance to direct questions to the speakers of the day and network with people of like mind.

The conference program did not end after the final presentation of the day. Every evening, social events were provided so that participants and presenters could get to know one another further. These events included methodological speed dating, quiz night, Welsh music, and the great theater piece *Under Milk Wood* written by Dylan Thomas and performed by David, Hilary, and Ben Crystal. This amazing show, 74 different characters portrayed solely by the human voice, provides an auditory journey through a small Welsh town.

Now, a word about Associates Day. In my role as Korea TESOL's official representative, I set up a display in the exhibition area, distributed *The English Connection* to other IATEFL affiliates and members and put up a poster publicizing our conference and our call for presentations. IATEFL has about 70 associate organizations spanning world regions including Europe, the Americas, and Asia.

Meeting with the other associates was a busy time beginning with the dinner the night before. This was useful in breaking the ice because one then sees some familiar faces the next day. The day was divided into presentations and breakout sessions with lovely refreshments to keep the energy up. Some of the

*Continued on page 34.*

# Chapter Leaders Meeting Report: Membership Issues

By Eva Szakall

On May 5th, 2005, representatives from seven KOTESOL chapters gave up their Children's Day holiday and accepted 1st Vice-President Louisa Kim's invitation to meet at KAIST in Daejeon. Chapter leaders discussed common issues and shared solutions, ideas, and success stories. Several National Executive Council members also attended.

Membership issues were the hot topic of the day, more specifically, how to increase membership, how to attract more Korean members, how to retain current members, and how to meet the needs of members on both the local and the national levels.

Aaron Jolly began by recapping his chapter's hard work and success over the past year and a half, during which time Daejeon-Chungnam Chapter almost doubled its membership. How? Chapter leadership renewed a commitment to hold quality workshops regularly and in a consistent venue. Secondly, the Chapter has been regularly hosting special events in nearby Cheonan, where there is interest in KOTESOL, but where traveling distance and time make attending meetings in Daejeon an obstacle. Finally, the Chapter is continuing past tradition by reconvening the annual Daejeon Dramafest.

Dr. Steve Garrigues, Daegu-Gyeongbuk Chapter President, continued the membership discussion by detailing ways in which chapters can better serve their members and, through anticipation of the needs of their local communities, better attract and satisfy members. Dr. Garrigues noted that KOTESOL has two distinctly different kinds of members, those who join for nationally provided services and those who join for locally provided services. This discussion led to a needs analysis at the chapter level. The concluding sentiment, contributed by Chapter Vice-President, Fred Stark, was that members should always walk out of a workshop with at least one thing that can be used in class on Monday.

Another means of attracting new members is, of course, through special events and conferences. Tory Thorkleson explained the stages that go into the planning of a large-scale event. As an example, he highlighted the efforts leading up to the recent Seoul SIG Day conference which was held May 21st. Tory and his team began work last August by contacting Special Interest Group facilitators. Planning for the event began in earnest in January with the team holding frequent but short planning sessions throughout the winter and spring. Even at this late date, the Seoul contingent was energetic and enthusiastic about the conference, a sure sign of good management.

Gwangju-Jeonnam Chapter President Maria Lisak outlined the style of meeting that works best to attract new members and retain current members. In Gwangju, the most popular and well-attended portion of their workshops is the discussion session that follows presentations. Maria and her chapter executive have created a safe-haven in which to use English and where no question goes unanswered. Maria also commented that many university students are regular attendees. This is also the case in North Jeolla and in several other chapters.

Other issues touched upon were: speakers/presenters (workshop facilitators), money matters, and membership cards.

Allison Bill, North Jeolla Chapter President, led a discussion on how best to compile and circulate a national list of workshop presenters. It was noted that KTT Coordinator Dr. Peter Nelson has done a great job developing KTT (KOTESOL Teacher Training), the teacher training arm of KOTESOL. Concerns were raised, however, that KTT presenters may suffer from burnout if over used. So, how best to infuse the pool with a constant source of new blood? Allison suggested grooming presenters from within our own chapters' ranks, starting slowly by using local chapter workshops to test one's mettle and prepare for bigger crowds at larger events.

Dr. David Shaffer shared some good news about the finance-related matters of KOTESOL. He gave an overview of grants that are now available for chapters that wish to host special events or conferences but are unable to find all the financial backing necessary. He also discussed procedures for collection of dues and sending them to National, as well as the disbursement of chapter dues shares.

Dr. Yeum Kyungsook concluded the meeting by informing us of plans to improve membership awareness and accessibility. To this end, members will be issued membership cards and certificates upon joining or renewing. Online membership is also in the works and soon to be a reality. This should cut down on the number of misplaced or forgotten memberships.

So, what's next for your representatives and chapters? You can all expect to be encouraged to attend workshops, and recommend them to your friends, colleagues, and students. Some of you may be approached to help fill the ranks of workshop facilitators. We can all look forward to seeing KOTESOL advertised more, specifically in publications for Korean teachers. To quote Jerry Foley, "Cooperation is key!"



# Extensive Reading Activities for Teaching Language

Julian Bamford and Richard R. Day (Eds.)

Cambridge University Press, 2004

Pp. 220 (ISBN 0-521-01651-7 Paperback)



## Reviewed by Rocky Nelson

One of the easiest and most effective methods for teaching English is also one of the most motivating for students and teachers. Extensive reading is an approach to the teaching and learning of second language reading in which learners read large quantities of books and other materials that are well within their linguistic competence. Students read as much as possible, at their own pace, both in and out of the classroom. They select for themselves what they want to read, and there are few or no follow-up exercises (Day & Bamford, 1998).

Widely researched as a method of providing comprehensible input, extensive reading has come to have a very enthusiastic international following. Students learn to enjoy reading for its own sake, and in the process, improve their oral fluency, as well as their writing, listening, grammar, syntax, and vocabulary.

This resource book is a compilation of more than 100 activities contributed by teachers from all over the world, and designed for setting up students' self-selected reading and incorporating it into the wider language curriculum. Each of its five sections focuses on a different need.

### Part I: Organizing Extensive Reading

Chapter 1 - Getting Started. Activities designed to get students thinking about the role reading has played in their lives. For example, the "Reading and You Questionnaire" submitted by Ken Schmidt, serves as a useful bridge to the introduction of the principles of extensive reading.

Chapter 2 - Introducing Reading Material. How to locate materials, choose appropriate levels of difficulty, and order and buy books.

Chapter 3 - Motivating and Supporting Reading. Activities chosen to empower students and help them assume responsibility for their own learning.

Chapter 4 - Monitoring Reading. In order to give grades and to guide the students, teachers must be certain that the materials are actually read and understood. This can be accomplished with activities such as "Individual Interviews" and "Talking About Books" with the teacher.

Chapter 5 - Evaluating Reading. Useful tests that help to validate your course and show students their progress.

### Part II: Oral Fluency

Chapter 6 - Oral Reading Reports. Twelve activities

that give students a chance to talk about the books they have read. For example, "Draw a Picture" by Mark Helgesen has students draw a favorite scene from a book and then describe the scene to a partner.

Chapter 7 - Drama and Role Play. "Dramatic Conversations" sets students up to use inflection and emotion from dramatic book scenes and perform them for the class.

Chapter 8 - Having Fun. "What Next?" has students make very short strip-stories on pieces of paper, then challenge others to put them into correct order.

### Part III: Writing

Chapter 9 - Written Reading Reports. "Quick Book Report Forms" and "One-Sentence Summaries" help teachers monitor students' reading, suggest other titles the student might enjoy, and also focus on particular grammar or syntax problems, "teaching at the point of need."

Chapter 10 - Writing Creatively. Students need to have their imaginations exercised! With writing activities you can also emphasize critical thinking skills.

### Part IV: Reading

Chapter 11 - Developing Awareness in Reading. Activities that aim to increase a student's personal involvement in books, acquire new vocabulary, summarize, and develop metacognitive awareness of reading strategies.

Chapter 12 - Increasing Reading Rate. "Timed Repeated Readings" and "Paced Reading" are suggested.

### Part V: Vocabulary

Chapter 13 - Developing and Consolidating Vocabulary. Among activities suggested are keeping a "Vocabulary Journal," having "Vocabulary Discussion Groups," and "Identifying Idioms."

The book finishes with advice for the teacher in the form of "The 12 Most Frequently Asked Questions about Extensive Reading."

Stephen Krashen recently wrote: "There is overwhelming evidence for recreational reading as a means of increasing second-language competence. In fact, it is now perhaps the most thoroughly investigated

Continued on page 34.

**Book Review: Extensive Reading** (Continued from page 33.)

and best-supported technique we have in the field of second-language pedagogy. Only one aspect of recreational reading remains uninvestigated: Why isn't it used more frequently in second-language programs?" (Krashen, 2003, p. 26).

**References**

- Day, R.R., & Bamford, J. (1998). *Extensive reading in the second language classroom*. Cambridge: Cambridge University Press.
- Krashen, S. (2003). *Explorations in language acquisition and use*. Portsmouth, NH: Heinemann.

**The Reviewer:**

Rocky Nelson has an M-TESL degree and teaches at

the International Language Education Center of Pusan University of Foreign Studies. He has taught in Korea for eight years and is interested in ways to motivate students and make language learning more fun. His present passion is Extensive Reading. Email: nelson@myfastmail.com

**Further Information**

- <http://www.extensivereading.net/er/er.html>  
<http://groups.yahoo.com/group/ExtensiveReading>  
<http://www.readingonline.org/articles/jacobs/index.htm>  
<http://www.kyoto-su.ac.jp/information/tesl-ej/ej13/int.html>  
<http://www.erfoundation.org/>  
<http://www.penguinreaders.com>  
<http://www.oup.com/elt/readers>



**The Arabian Gulf** (Continued from page 25.)


offered by all institutions.

**Final Comments**

Water sports are popular. People enjoy boating or desert camping on the weekend. Most colleagues are pleasant and easy to work with; they have been through a detailed screening process. TESOL Arabia, established in 1992, offers a fine annual international conference that attracts more than 1,500 participants. Check the homepage at [www.tesolarabia.org](http://www.tesolarabia.org). Come to the next conference March 29-31, 2006, in Dubai. Interview at the Job Fair and take time to buy a local teacher a cup of coffee and chat them up about their institution. Qatar TESOL just signed an affiliate agreement with TESOL, Inc. in San Antonio in March

and is organizing its first international conference in Doha on February 24-25, 2006. Check their website at [www.qatarteseol.org](http://www.qatarteseol.org). Finally, it is best to accept a job when offered one. People, who have asked to delay acceptance even for very good reasons or family demands, have discovered that the job was not always available when they reapplied.

**The Author**

Jane Hoelker teaches in the Academic Bridge Program at the Qatar Foundation. She has taught in Asia, Africa, and the UAE. She is the incoming President of TESOL Arabia and active in TESOL. She has an MA from the School for International Training in the USA. 

**IATEFL 2005 Report** (Continued from page 31.)


presentations centered around the launch of Voices, ELTECS, Conference Promotion, Online Professional Development, and Collaboration.

The main issues raised were:

- How can we, as associations, help teachers gain from change?
- How can the association deal with change?
- How can we form links with other associations?
- How can we raise the professional image of teachers?
- How far can we professionalize our events without losing energy?
- How can we activate passive members and increase membership in general?
- How can we create sustainable membership? What systems, resources, relationships are required?
- How can we recruit and keep new members?
- How can we better manage the resources we have?
- How can we groom leadership?

We discovered that despite the diversity in regions represented, we all struggle with the same issues. The

various presentations helped to address some of these and offered encouragement to form more regional links in the joint promotion of activities such as research projects. ICT was seen as a still mostly untapped resource for professional development and leadership mentoring. Associates were encouraged to contribute to an article bank for affiliate members. This would allow knowledge to be shared more effectively among the different groups. The central point was raised at the end of a long, yet productive, day and can be summed up in the following three questions: What do we value most about IATEFL? What do we want to receive in the future from IATEFL? What can we give to IATEFL?

The answers included a wider context, more international flavor to articles, a sense of belonging, and greater interactivity and energy/enthusiasm. Some final words to consider: Every leader at IATEFL began as a member. If you have a vision, share it. Contribute your time and energy and inform the organization's vision with your own. 

# Korea Calendar

Compiled by Jake Kimball

## Conferences

**Jun 21-22 '05** The 2005 KASELL International Conference on English Language and Linguistics (2005 KASELL): "New Trends in English Linguistics." Korea University, Seoul. (Email) kasell@hanmail.net

**Jun 24-25 '05** The Korea Association of Teachers of English (KATE) 2005 International Conference: "English Language Teaching (ELT) at the Crossroads: 40 Years of Research, Teaching, and Service." Korea University, Seoul. (Email) juniloh@pknu.ac.kr (Web) <http://www.kate.or.kr/main/conference/2005/>

**Jul 2 '05** Kyungpook National University and Korea TESOL: "Globalization and Foreign Language Education." Language Institute of Kyungpook National University, Daegu. (Email) sgarrigues@asia.umuc.edu

**Jul 17-22 '05** The 9th International Cognitive Linguistics Conference: "Language, Mind, and Brain." Yonsei University, Seoul. (Web) <http://www.iclc2005.org/cmd.php>

**Aug 20 '05** KAMALL 2005 Summer Conference: "E-Learning and Language Education." Chungbuk National University, Cheongju. (Email) yoobeom@chungbuk.ac.kr (Web) <http://www.kamall.or.kr/main/index.htm>

**Oct 15-16 '05** The 13th Korea TESOL International Conference: "From Concept to Context: Trends and Challenges." Sookmyung Women's University, Seoul.

(Email) kotesol\_conf@yahoo.com (Web) <http://www.kotesol.org>

**Nov 10-12 '05** The 4th ASIACALL International Conference: "CALL and New Language Learning Environments in Asia." Suwon. (Email) chongld@sorabol.ac.kr (Web) <http://www.asiacall.org>

## Calls for Papers

**Jun 30 for Oct 15-16 '05** The 13th Korea TESOL International Conference: "From Concept to Context: Trends and Challenges." Sookmyung Women's University, Seoul. (Email) kotesol\_conf@yahoo.com (Web) <http://www.kotesol.org>

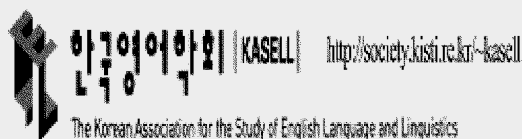
**Jul 10 for Nov 10-12 '05** The 4th ASIACALL International Conference: "CALL and New Language Learning Environments in Asia." Suwon. (Email) Larry D. Chong chongld@sorabol.ac.kr

## Submissions

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

## Correction

*In the previous Chapters in History, "Cholla - Where KOTESOL Began," it was suggested that the Drama Festivals in the Jeolla Chapter were initiated by Brian Heldenbrand. That was done by Past President Todd Terhune.*



## The 2005 KASELL Intl Conference on Language & Linguistics

June 24-25, 2005  
Korea University, Seoul



## The KATE 2005 Intl Conference

ELT at the Crossroads: 40 Years of Research, Teaching, and Service

June 24-25, 2005  
Korea University, Seoul



# KOTESOL In Action

Edited by Jason Renshaw

## Special Interest Groups

### CALL SIG

For anyone interested in computers, technology, and teaching, come and join the Computer-Assisted Language Learning Special Interest Group. We had three great workshops at the recent Seoul SIG Day in May. We also have a discussion group for online interaction. A new facilitator for this group is needed. If you have a leadership interest and a background in CALL, please contact the current facilitator, James Trotta, jim@eslgo.com, or David Kim, kdi@yonsei.ac.kr.

### Christian Teachers SIG

By Heidi Vande Voort Nam

Twenty teachers from cities across the nation participated in sessions hosted by the CT-SIG at the Seoul SIG Day conference on May 21. In the first session, Steven Dawe, Lyndon Evans, Hansung Kim, and Chris Steiner shared their experiences teaching mission English in a variety of settings. After lunch, Mark Grubbs, Patrick Guilfoyle, and Gina Yoo offered their ideas on teaching in settings that do not encourage religious expression. Susan Truitt presented her research on English ministries in Korean churches and the presentation sparked a lively discussion of issues that teachers face in church-based English programs. Hansung Kim gave a talk on the necessity of English skills for Korean missionaries and the value of English teaching as Christian mission. To cap off the day, Heidi Vande Voort Nam outlined a model of learning objectives rooted in Christian hospitality and contrasted these learning objectives with competing models. Hyo Jung Lee and Myung-sun Park applied these models to popular English textbooks and offered suggestions for adapting the textbooks to promote hospitality.

In preparation for the conference, members of the on-line CT community discussed how to live out Christian faith while teaching in non-Christian institutions. To join the discussion, to start your own, or simply to meet other Christian English teachers, sign up for the discussion list at [http://ca.groups.yahoo.com/group/KOTESOL\\_CT\\_SIG](http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG).

### English for the Deaf SIG

At Seoul SIG Day, Marilyn Plumlee presented on EFL

for deaf and other non-traditional students and also participated on the SIG roundtable. ED-SIG is now considering uniting with GI-SIG to facilitate attaining its goals. For details contact Marilyn Plumlee, Facilitator: mariplum@hotmail.com.

### Global Issues SIG

By Jack Large

The Tsunami Disaster Relief Campaign reached the 1-million-won mark in donations, which will be matched by KOTESOL. The GI-SIG is continuing to look into possible recipient(s) for the funds. Plans for a fundraising activity, *Cycling for Humanity*, are coming together. The event will draw public attention to global issues and highlight efforts by the community of English teachers in Korea to alleviate suffering. Contact Jack Large for further information: gisig@jacklarge.net.

### Research SIG

By David Kim

The Research SIG is active, energetic, and welcomes new members. In addition to the four presentations at Seoul SIG Day, the second in the series of R-SIG Presentation-Workshops was held April 23 at Sookmyung Women's University, TESOL Building. Plans are underway to hold two additional presentation-workshops this year, one in the summer and the other in the winter. The summer workshop is tentatively scheduled for sometime in July. This special workshop on SPSS will be limited to 10 participants. Please check our website for updates.

### Teacher Education and Development SIG

By Kevin Landry

The Yahoo Discussion Group got another face-lift. After seeing the poster for Seoul SIG Day, I got jealous of the YL-SIG and modified our logo. The KOTESOL logo rolling like a giant dynamo works well to symbolize our constant reinvention of our individual style and group motion. Recent online discussion included a look at: the status of college English education in Korea, Romanizing names, transliterations, vowels, the way people spell their names, the difficulty of sending mail to Hanmail addresses. Our recent discussions jumped from advice for teaching freshmen English classes to putting faces to names and names to faces.

Our new logo:



You are invited to reflect on your professional direction and share insights with the rest of the group. Members teach at universities, institutes, colleges, public schools, and private academies in Korea and use this website to discuss consistency and change. KOTESOL veterans and new members are welcome to contribute and help us all become better at

teaching.

## Writing & Editing SIG

By Adam Turner

WE-SIG was well-represented with four presentations at Seoul SIG Day on May 21st. David E. Shaffer clearly met a need in KOTESOL by setting out the rules for proper documentation in APA style for those hoping to publish their research, or complete an MA TESOL program. David D.I. Kim addressed the perennial problem of creating a comprehensive writing curriculum. Interestingly, he advocates spending very little time on grammar issues. This allows teachers to focus on the real job of teaching writing skills. First-time KOTESOL presenter Kathy Brenner gave a well-organized and detailed presentation of the whole process of creating and implementing an email writing course for Samsung employees. Finally, Adam Turner conducted a practical workshop on computer-assisted writing skills in the computer room and gave a CD of materials to each participant. The event helped clarify the roles and opportunities for SIGs in KOTESOL, and I hope WE-SIG will see more first-time presenters at the next conference. There are no events planned for this summer, but the bulletin board, as always, will be available to post questions. In the fall, WE-SIG will focus on collecting and distributing writing class handouts and raising the profile of the SIG at the KOTESOL International Conference. See the website at <http://groups.msn.com/KOTESOLWESIG/> or contact the facilitator, Adam Turner, at [adamturner7@gmail.com](mailto:adamturner7@gmail.com).

## Young Learners SIG

By Jason Renshaw

The YL-SIG has had a recent flurry of activity, most notably in conjunction with Seoul SIG Day. Three YL presentations were featured on behalf of our SIG. First up, we had Caroline Linse, who shared some observations about the latest vocabulary research impacting on the teaching of young learners. That was followed in the afternoon with presentations from Joy Garratt (*Activities to Bring Learning Alive*) and Robin Debacker (*The Joy of Singing*). Supplementary materials from both Joy's and Robin's presentations have been posted on our YL-SIG groups page (<http://groups.yahoo.com/group/KOTESOL-YL-SIG/>), so do log on to check them out. On behalf of the YL-SIG, I'd like to extend a heartfelt thanks to Caroline, Joy, and Robin for making themselves available for SIG Day and offering such quality YL-oriented presentations.

Two other projects are in the works. The first is the creation of a small YL-SIG committee. We have tentative offers for a membership coordinator and a newsletter editor, which is fantastic news. As they say, many hands make light work, so if you are interested in getting involved with the YL-SIG committee and are a

current SIG member, please contact Jason Renshaw at [englishraven2003@yahoo.com.au](mailto:englishraven2003@yahoo.com.au).

Preparations are also underway for a national YL-oriented symposium to take place in November. It will be a collaborative effort between the YL-SIG and Daejeon-Chungnam Chapter. Keep your eyes peeled for more information!

## KOTESOL Teacher Training

By Peter Nelson

KTT dispatched seven speakers to Seoul SIG Day and several chapter meetings. These are strong indications that there is a growing awareness of, and need for, KTT activities. In line with the KOTESOL President's goals, National has been endeavoring to support the chapters and their activities by providing quality KTT speakers to their events. Several chapter representatives have indicated their desire for more KTT speakers at their events in the future. Furthermore, outside interest has come in requesting KTT speakers to their events. The KTT Coordinator is exploring these possibilities for the future.

## KOTESOL Chapters

### Busan-Gyeongnam Chapter

Busan Chapter supported the Asia TEFL Journal Conference on May 14th at Dongseo University. The event was a success, with Rod Ellis and Marc Hegelsen headlining, distinguished guests joining roundtable discussions, and a wide variety of concurrent presentations. Attendees had the pleasure of feasting on a tasty, free buffet for lunch. On June 25th, David Kim will lead a workshop on pronunciation issues, followed by a session on the use of games. Everyone is invited! The meeting starts at 2:30. Mark your calendars for our July meeting, too. Please note that there will be no meeting in the summer vacation month of August.

### Cheongju Chapter

By Eva Szakall

Look out Cheongju! We are reinvented and reinvigorated! We have a new group of officers and an updated website to keep you better informed. Kim Hye-ran is our new President, and Eva Szakall the new Vice-President and Secretary. Jean Paquette has also signed on as Webmaster. Our next meeting will be held on June 25th at the Korean Foreign Language Institute on the 5th floor. You can print out directions from our website at [www.kotesol.org/cheongju/](http://www.kotesol.org/cheongju/). Come get acquainted, make friends, and learn something new.

Cheongju member Jean Paquette led our April workshop. He presented two activities of his own making that helped teach the proper usage of *be going*

to and will. All who participated had a great time and welcomed useful activities that could be adapted to groups of varying sizes and abilities. With little preparation, they could also be used to support other grammatical studies.

Following Jean, Judy Jo brought out her bag of tricks. As a kindergarten teacher and mother, Judy has a great ability to *make something out of nothing* to educate and entertain her students. She demonstrated storytelling through simple props that she made on a shoestring budget. As always, Judy was very inspiring. Our final workshop of the semester will be held on June 25th. If you haven't had a chance to do so, please check out our updated website. Webmaster, Jean Paquette, has been working very hard over the last month to get us out of the Dark Ages.

### Daegu-Gyeongbuk Chapter

By Amy Kroesche

If you are looking for a place to meet new people and exchange ideas about English teaching and learning, join us for our monthly meeting of the Daegu-Gyeongbuk chapter of KOTESOL.

The question of how to assess students accurately and effectively has long plagued language teachers. Dr. Andrew Finch and Dr. Shin Dongil addressed the issue of authentic assessments in our March meeting. They suggested ways teachers could make classroom assessments more student-centered. Participants looked at learner self-assessments as a tool for authentic assessment as well as other types of authentic assessments.

In April, Prof. Jack Large from Seojeong College presented a look at holistic language teaching. He examined the various roles teachers have both in and out of the classroom and how those roles affect who we are as teachers.

Our May meeting was packed with lots of new faces. Peter Edwards of Keimyung University gave an interactive presentation on factors affecting Korean students' willingness to communicate and the implications of that for the classroom. Attendees discussed several findings from Prof. Edwards' research and how teachers can apply the findings in practical ways.

The 1st International Conference on Globalization and Foreign Language Education, co-sponsored by Daegu KOTESOL and The Language Institute of Kyungpook National University, will be held Saturday, July 2nd. Come join us for informative presentations on linguistics, teaching approaches in EFL, and language testing and evaluation. There are no registration fees, and lunch is provided!

If you would like some new reading material, our chapter has a growing book exchange. One of our

chapter members, Peter Bahn, has donated several English board games and we have been holding regular drawings for the free games. Check out the books, register to win a free board game, and join us for our next meeting, the first Saturday in June, at Kyungpook 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 Joy Garratt

Members and non-members from all over Chungnam attended our nine-speaker symposium at Korea Nazarene University on April 16. We received excellent feedback from our attendees, some of whom said it was the best KOTESOL event they had attended. They applauded the quality of the presentations, the excellent home-cooked snacks provided by the International Church at KNU, and the warm convivial atmosphere.

March saw Chris Surridge from Namseoul University give a helpful talk about using CALL and Brian Beck from Woosong University introduce a simple, effective way to use picture sequences to generate conversations in small groups. In April, Dr. Peter Nelson from KTT presented ideas on encouraging students in their speaking performance. He was followed by Frank Lev from KAIST, who gave a lively show of how to combine newspapers and jigsaw puzzles to make a communicative activity. Our May workshop featured Tammy Fisher-Heldenbrand, who fired up everybody for the DramaFest with a thorough demonstration of what is required to make a good drama. Dr. Terry Stocker presented from his paper "Why do you hear that?" and led a discussion on common Korean listening comprehension errors.

Dramafest 2005! Special thanks are extended to everyone involved in staging this significant event, especially Orysia Kiryk, our Chapter Vice-President. Thank you to those who took the time to prepare and bring teams to compete - great job!

We have broadened our pool of resources by welcoming Joy Garratt (Sun Moon University) as our new Vice-President for General Affairs and Chris Surridge as our Communications Officer. We thank them for volunteering. We will be hosting a June picnic and lesson plan swap to close out the spring season - stay tuned to our website for details <http://www.kotesol.org/daejeon/>.

### Gangwon Chapter

Gangwon Chapter meets the first Saturday of each month at the Sokcho Office of Education. We meet from 3:00-5:00. In May, we had a productive workshop on the effective use of games and activities. Our June meeting will feature a tour of the Gangwon

English Learning Center.

### **Gwangju-Jeonnam Chapter**

We have a lot of news to report, most of which you can find on our chapter website <http://www.kotesol.org/gwangju/index.html>. First and most importantly, we have moved our meetings to the Gwangju International Center, which is located downtown. Join us on June 11th from 2:30-5:00. Scott Jackson, of Honam University, will give us an intriguing workshop on psycholinguistics. We also have exciting workshops scheduled all summer. In fact, we have a great line up of presentations all the way through November.

### **North Jeolla Chapter**

The North Jeolla Chapter meets at Jeonju University. In May we had fun workshops with two presentations. Miso Kim led a workshop on how to incorporate art into listening and speaking activities. Park Yonggyu followed with a demonstration of effective communicative activities. What is our summer vacation schedule? We will not meet in July or August. We will meet again on September 10th. In the meantime, start preparing for the November 5th Drama Festival! For Drama Festival inquiries, contact Nick Ziegler at [northjeolla@yahoo.com](mailto:northjeolla@yahoo.com).

### **Seoul Chapter**

*By Tory Thorkelson*

Seoul SIG Day was a modest success. As with any event, there are many people to thank and only a limited amount of space to do it in. I am grateful for the assistance and support of KOTESOL and especially to the following individuals: Duane Henning, creator of the original poster and program cover; Alex Pole, Robert Proudlove, Marc Turnoy who did layout and editing of the program; Dr. Kyoungsook Yeum and Yunkyoung Kang for giving much-needed support, and assistance; Sookmyung Women's University for the use of their great facilities; Heejung An and Robert Dickey for coordinating and mediating between Seoul Chapter and the publishers; David D. I. Kim, Chair of the National Program Committee, for offering advice and financial support; the amazing members of the Seoul Chapter Executive and student volunteers for working so hard to plan and execute Seoul SIG Day; and the KOTESOL SIG facilitators and presenters for giving their time to make SIG Day possible.

In other news, we are saddened to say goodbye to two core members, Jack and Aekyoung Large. I am sure they will still be regularly seen at chapter meetings and events. Check Global Issues SIG news for a report of their upcoming Cycling for Humanity project. We have added "Treasurer" to our able Membership Coordinator's plate, but she would be quite happy to hand it over to a suitable candidate. I am also happy to welcome two vice-presidents to our executive. Frank

Kim will be helping us focus on, and hopefully, attract more Korean members and presenters to our monthly workshops. Joe Walther will be helping both Frank and me get the many jobs done related to chapter business while bringing his new ideas and energy into the chapter as well. I hope to introduce both of them to you at the June meeting of our chapter.

Second, I would like to make a few announcements about our workshop schedule and the presenters we have lined up for the next few months. Our own Mary-Jane Scott will be giving a presentation titled "Resources for Language Teachers" at the June 18th meeting. In addition, National 1st Vice-President, Louisa Kim, will be making a short presentation about the National KOTESOL and the upcoming conference in October. We will be taking the month of July off, as we did last year, but I have already received confirmation that our fall lineup is already coming together. More news about future presentations and other chapter news will be available on our website, in TEC, and at our monthly chapter meetings. Hope to see you there!

### **Suwon-Gyeonggi Chapter**

*By Chang-Sook Kim*

The Suwon-Gyeonggi Chapter kicked off the first meeting of the year from 4:00 through 6:00 on March 19th. The alluring spring could not keep the more than 80 enthusiastic English teachers, undergraduates, and graduate students from attending the meeting.

The presenter, Tony Joo, trained in classical singing, described the differences between Korean and English accents in connection with classical singing techniques. He showed the audience some critical differences between English and Korean pronunciation and intonation.

Gabrielle Luoni presented at our April 16th meeting. The topic was "Motivation: How can we create an environment where students are studying for the sheer joy of it?" According to Gabrielle, motivation is the key to learning a language, with externally-based obstacles being curriculum expectations, parental and societal expectations, and exams. So the question is how to create an environment where students are studying for the sheer joy of it? The presenter introduced an interesting game to stimulate intrinsic motivation. Chris Grayson, President of Gangwon Chapter, delivered a presentation at our May meeting and offered tips on "Getting Students to Talk."

We have two announcements. 1) Our meeting time has changed. We now meet at 3:00 on every third Saturday of the month in Room 215 of the Comprehensive Lecture Hall at Suwon University. 2) Suwon Chapter is planning to have our fifth conference at 2:00 - 6:00 on November 19th. We will have three concurrent sessions. If you are interested in giving a presentation, email our Secretary, Lee Herrie at [heriqueen@yahoo.co.kr](mailto:heriqueen@yahoo.co.kr).



# Who's Where in KOTESOL

Compiled by David E. Shaffer

**Dr. Kyungsook Yeum, President.** Sookmyung Women's University, SMU-TESOL, Sookmyung Professorial Center (SMPC), 9-22 Chungpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7707, (C) 016-239-2181, Email: yeum@sookmyung.ac.kr

**Louisa Kim, 1st Vice-President.** MaxMet, Inc., 6118-9 KAIST Hi-Tech Venture Hall, 373-1 Guseong-dong, Yuseong-gu, Daejeon 305-701, (W) 042-862-2880/2890, (WF) 042-879-2875, (C) 010-6302-3588, Email: louisakim\_kotesol@yahoo.com

**David D.I. Kim, 2nd Vice-President.** Kangnam University, Dept. of Canadian Studies, 6-2 San, Gugal-ri, Giheung-eup, Yongin, Gyeonggi-do 449-702. (C) 017-273-6305, Email: kdi.kim@utoronto.ca

**Dr. Myung-Jai Kang, Immediate Past President.** Yeojoo Institute of Technology, Tourism English Dept., 454-5 Gyo-ri, Yeosu-eup, Yeosu-gun, Gyeonggi-do 469-705. (W) 031-880-5316, (WF) 031-885-1095, (C) 019-246-1251, Email: regina@mail.yeojoo.ac.kr, mj kang5@hotmail.com

**Dr. David E. Shaffer, Treasurer.** Chosun University, College of Foreign Studies, English Language Dept., 375 Seoseok-dong, Dong-gu, Gwangju 501-759. (W) 062-230-6917, (Web Fax) 0505-502-0596, (WF) 062-226-4181, (C) 017-274-9181, Email: disin@chosun.ac.kr

**Brian Heldenbrand, Secretary.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansangu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-2569, (WF) 063-884-9920 (C) 010-3190-6580, (H) 063-225-2378, Email: bkheldenbrand@yahoo.com

**Jake Kimball, Nominations & Elections Committee Chair.** ILE Academy, 2F, 1275-4 Beommul 1-dong, Suseong-gu, Daegu 706-813. (W) 053-782-2330, (C) 019-504-8366, Email: ilejake@yahoo.com

**Sharon Morrison, Conference Committee Chair.** School of Pan-Pacific Studies, Kyung Hee University - Suwon Campus, 1 Seocheon-ri, Giheung-eup, Yongin, Gyeonggi-do 449-701. (W) 031-201-2386, (C) 019-428-2661, Email: morrison\_sharon@yahoo.com

**Sean Coutts, Conference Committee Co-chair.** Chonnam National University, Language Education Center, 300 Yongbong-dong, Buk-gu, Gwangju 500-757. (W) 062-530-3636, (C) 019-828-7326, (H) 062-530-4495, Email: scoutts@chonnam.ac.kr

**Dr. Robert J. Dickey, Long-term Planning Committee Chair.** Gyeongju University, School of Foreign Languages & Tourism, Gyeongju, Gyeongsangbuk-do 780-712. (W) 054-770-5136, (H) 055-356-0968, Email: rjdickey@content-english.org

**Phil Owen, International Affairs Committee Chair.** Kunsan National University, Dept. of English Language & Literature, Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: kotesol\_international@yahoo.com

**Dr. Yangdon Ju, Domestic Relations Committee Chair.** Hyecheon College, School of Tourism, 333 Boksu-dong, Seo-gu, Daejeon 302-715. (W) 042-580-6252, (WF) 042-580-6259, (C) 016-435-6312, (H) 042-583-6312, Email: ydju@hcc.ac.kr

**Dr. Dongil Shin, Publications Committee Chair.** Chung-Ang University, English Language & Literature Dept., 221 Heukseok-dong, Dongjak-gu, Seoul 156-756. (W) 02-820-5098, (C) 010-6733-9961, Email: shin@cau.ac.kr

**Dr. Joo-Kyung Park, Research Committee Chair.** Honam University, Dept. of English Language & Literature, 59-1 Seobong-dong, Gwangsan-gu, Gwangju 506-714. (W) 062-940-5310, (WF) 062-940-5310, (C) 016-625-9358, (H) 062-375-9358, Email: joo@honam.ac.kr, english58@duam.net

**Dr. Peter E. Nelson, Teaching Certification Committee Chair.** Chung-Ang University, Dept. of English Ed., 221 Heukseok-dong, Dongjak-gu, Seoul 156-756. (WF) 02-815-5137, (C) 016-211-5396, Email: peternel@cau.ac.kr, peterprofessor@hotmail.com

**John Phillips, Technologies Committee Chair.** Fulbright Korea, Seoul. (W) 02-3275-4000, (C) 011-9436-4609, Email: phillips@kornet.net

**Dr. Heyoung Kim, Technologies Committee Co-chair.** Sookmyung Women's University, Graduate School of TESOL, SMPC Room 409, 9-22 Chungpa-dong 2-ga, Yongsan-gu, Seoul 140-741. (W) 02-710-7762, (C) 016-790-5810, Email: heyoung@sookmyung.ac.kr

**Hee Jung An, Publicity Chair.** Hansol Gyoyook Co. Ltd. (C) 011-9209-4721, Email: hardnose@hanmail.net

## Busan-Gyeongnam Chapter Officers

**Craig Andrew Lutzer, President.** Nambu Board of Education, Busan. (C) 010-9752-9989, Email: ckotesol@yahoo.ca

**Sung-Jin "Charles" Kim, 1st Vice-President.** Yeamoon Girls' High School, Busan. (C) 016-545-8253, Email: sungjinkim71@hotmail.com

**Jerry Foley, 2nd Vice-President.** (C) 019-838-2223, Email: jmfoley@hotmail.com, foley\_jerry@yahoo.com

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

**Maurice Lineman, Treasurer.** Inje University. (W) 055-329-2217, (C) 016-500-2217, Email: winterider@hotmail.com

**Dr. Joseph Taik Jin Jung, International Affairs.** Dong Seo University. (C) 011-556-7693, Email: jojung@hotmail.com

**Mark Schroeder, Member-at-Large.** (C) 011-9506-0608.

**Paul Mead, Member-at-Large.** Experimental School, Hadian Teachers Training College, Beijing. (W) +86 10-8813-6068, Email: mead98410@hotmail.com, kotinga@fastmail.fm

## Cheongju Chapter Officers

**Hye-Ran "Nicole" Kim, President.** Chungbuk National University, Language Institute, Cheongju. (C) 019-9324-0818, Email:knowital@edunet4u.net

**Eva Szakall, Vice-President & Secretary.** (C) 016-862-3882, (H) 043-272-3883, Email: eszakall@yahoo.com

**Hye-young "Pam" Lee, Treasurer.** Korea Brainy English School, Bunpyeong-dong, Cheongju, (C) 010-3470-7749, Email: pampower@hotmail.com

**Jean Paquette, Webmaster.** Chongju National College of Science and Technology, Dept. of English, Cheongju. (W) 043-820-5248, (C) 019-803-3477, Email: jeanpaquette@yahoo.com

## Daegu-Gyeongnam Chapter Officers

**Dr. Steve Garrigues, President.** Kyungpook National University, Dept. of English Language & Literature, Sangyeok-dong, Buk-gu, Daegu 702-701. (H) 053-952-3613, (W) 053-950-5129, Email: sgarrigues@asia.umuc.edu

**Fredrik Stark, Vice-President.** Kyungnam University. (W) 055-249-2138, Email: frstark@mail.kyungnam.ac.kr

**Dr. Joon-Kee Chae, Treasurer.**

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

**Amy Kroesche, Secretary.** Email: amkroe@yahoo.com

**Jae-Young Jo, Library.** Jung-Dong High School. Email: Center. (C) 016-521-8006, Email: jyoung7@hotmail.com

**Tae-Hee Kang, Council Member.** Daewoo Electronics, Gumi, Gyeongsangnam-do. (W) 054-467-7744, (H) 054-974-9681, (C) 019-9177-5152, Email: tay4u@hanmail.net

### **Daejeon-Chungnam Chapter Officers**

**Aaron Jolly, President.** Dongseong Middle School, Cheonan. (C) 010-3115-6354, Email: jollyaaron7@yahoo.com.au

**Joy I. Garratt, Vice-President - General Affairs.** Sun Moon University, Asan. (W) 041-530-2477, (H) 041-552-9486, (C) 010-4414-2477, Email: jigarratt@yahoo.com

**Orysia M. Kiryk, Vice-President - DramaFest.** Woosong University Language Institute, Daejeon. (C) 011-9428-1947, Email: orysiakiryk@yahoo.com.au

**Mira Kim, 2nd Vice-President.** Woosong University Language Institute, Daejeon. (C) 011-9422-9253, Email: woosong30@yahoo.com

**Tony Hyunchul Joo, Treasurer.** (H) 042-536-3769, Email: tonyhj@kornet.net, tonyhcej@hanmail.net

**Chris Surridge, Communications Officer.** Namseoul University, Dept. of Foreign Languages, Cheonan. (W) 041-580-2161, (H) 041-588-0103, (C) 010-6899-0076, Email: chris@nsu.ac.kr

**David Deeds, Webmaster.** Woosong University International, Daejeon. (W) 042-629-6606 (H) 042-625-5316, (C) 010-3146-6787, Email: daviddeeds@odpost.com

### **Gangwon Chapter Officers**

**Chris Grayson, President.** (C) 019-405-1393, Email: chrisgrayson\_99@yahoo.com, gangwonkotesol@hotmail.com

**Younnam Lee, Vice-President of Finance.** Email: younnami@hotmail.com

**Lance Kelly, Vice-President of Webpage Maintenance.** Email: hojusaram@hotmail.com

**Chantal Martel, Vice-President of Publications.** Email: cgmartel@hotmail.com, gangwonkotesol\_news@hotmail.com

**Graham Specht, Vice-President of Chapter Events & Membership Services.** Email: graham@tyndallhouse.org

### **Gwangju-Jeonnam Chapter Officers**

**Maria Lisak, President.** Kunsan National University. Dept. of English Language & Literature, 68 Miryong-dong, Gunsan, Jeollabuk-do 573-701. (W) 063-469-4334, (C) 010-3144-0562, Email: kotesolmaria@yahoo.com

**Sean Coutts, Vice-President.** Chonnam National University, Language Education Center, Gwangju. (W) 062-530-3636, (C) 019-828-7326, Email: scoutts@chonnam.ac.kr

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

**Scott Jackson, Secretary.** Honam University, ICEC, Gwangju. (W) 062-940-5528, (C) 010-2602-7720, Email: sjackson46@lycos.com

**Eun-Jeong "Sarah" Jee, Membership & Publicity Director.** Jeonnam Middle School, Gwangju. (C) 019-9228-0822, Email: faith-sarah@hanmail.net

**Kasia Auer, Hospitality Director.** Seokang College, Dept. of English, Gwangju, (C)018-540-5221, Email: kasian@hotmial.com

**Sheilagh Hagens, Member-at-Large.** Haeryong High School, Yeonggwang, Jeollanam-do. (H) 061-351-0274, (C) 010-4661-0287, Email: sahagens@gmail.com

**Dr. Yeon-seong Park, Advisor.** Chonnam National University, Gwangju. (W) 062-530-3645, (H) 062-261-9804, (C) 016-9601-9804, Email: pypspark@yahoo.com

**Dr. David E. Shaffer, Advisor.** Chosun University, English Language Dept., Gwangju. (W) 062-230-6917, (WF) 0505-502-0596, (C) 017-274-9181, Email: disin@chosun.ac.kr

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

**Dr. Joo-Kyung Park, Advisor.** Honam University, Dept. of English Language & Literature, Gwangju. (W) 062-940-5310, (WF) 062-940-5310, (C) 016-625-9358, (H) 062-375-9358, Email: joo@honam.ac.kr

### **North Jeolla Chapter Officers**

**Allison Bill, President.** Jeonju University, Dept. of Liberal Arts, 1200 Hyoja-dong, Wansan-gu, Jeonju, Jeollabuk-do 560-759. (W) 063-220-3045, (C) 010-6332-5191, Email: allison\_bill@hotmail.com

**Ingrid Zwaal, Vice-President.** Jeonju National University of Education, English Dept. (W) 063-281-7198 (H) 063-284-2954 (WF) 063-281-0102, Email: ingrid@jnue.ac.kr (message line in English only).

**Tammy V. Fisher-Heldenbrand, Secretary.** (H) 063-225-2378, (C) 010-3190-6855, (HF) call first, Email: tvmicah@yahoo.com

**Phil Owen, Treasurer.** Kunsan National University, Dept. of English Language & Literature. (W) 063-469-4337, (C) 016-665-6915, (H) 063-468-4721, Email: phil\_owen\_99@yahoo.com

**Yong Woo (Kimmie) Kim, Membership Coordinator.** Jeonju University, International Education Center. (W) 063-220-2319, (C) 011-9453-5679, Email: ddalki1029@nate.com

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

**Nick Ziegler, Special Events Coordinator (Drama Festival).** Jeonju University, Dept. of Liberal Arts. (W) 063-220-2673, Email: northjeolla@yahoo.com

### **Seoul Chapter Officers**

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

**Joe Walther, Vice-President.** Chung-Ang University, Anseong Campus, (W) 031-670-4822, (C) 010-6735-5283 Email: pabojoe@yahoo.com

**Frank Kim, Vice-President.** Email: ikihongkim20032@yahoo.com

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

**Ksan Rubadeau, Treasurer.** Gyeonggi-do Institute for Foreign Language Education, Pyeongtack. (W) 031-680-3641, Email: ksanrubadeau@hotmail.com, zoeksan@yahoo.ca

**Yong-Il Hong, Webmaster.** Korea Cyber University, Content Development Team, (W)047-2517, (C) 019-476-0158, Email: Hong01@hanmir.net

**Heather Grady, Membership Coordinator.** Samsung Human Resources Development Center, Yongin, Gyeonggi-do. (W) 031-320-3037, (WF)031-320-3018, (C)010-8671-6008, Email: hjgirl\_99@hotmail.com

**Alex Pole, ASK Editor.** Anyang University. (W) 031-467-0835, (C) 016-823-2071, Email: alexpole@hotmail.com

**Yun-Kyung Kang, Workshop Coordinator.** Sookmyung Women's University. (W) 02-710-7700 Email : kang195@sookmyung.ac.kr

**Jennifer Young, Member-at-Large.** Elite Educational Institute-Bundang, (W) 031-719-4081, (C) 016-892-5991, Email: waegoogin@yahoo.com, jenniferteacher@gmail.com

### Suwon-Gyeonggi Chapter Officers

**Dr. Mijae Lee, President.** University of Suwon, Dept. of English Language & Literature, 2-2 San, Wayu-ri, Bongdam-eup, Hwasung, Gyeonggi-do. 445-743, (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (C) 010-9915-2007, Email: mjlee@suwon.ac.kr

**Jang-suk Kim, Treasurer and Reporter.** Yeongil Middle School, (H) 031-203-4705, (C) 011-383-4705, Email: kcjk1@hanmail.net

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

**Seung-wook Park, Outreach Coordinator.** Jowon High School, (C) 010-3062-3865, Email: alexpsw@hanmail.net

**Shinhyung Lee, Membership Coordinator.** Bibong High School, (C) 018-272-5979, Email: 98hojuni@nati.com

**Youngi Kim, Member-at-Large.** Jeokseong High School, (C) 019-267-8793, Email: ko-mat@hanmail.net

### 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.ca

##### Teacher Education & Development SIG

**Kevin Landry, Interim Facilitator.** Hongik University, Jochiwon Campus, Jochiwon, Chungcheongnam-do. (C) 016-373-1492, Email: lklandry@gmail.com

##### CALL SIG

**James Trotta, Facilitator.** Catholic University of Korea. Email: jim@eslgo.com

##### Young Learners SIG

**Jason D. Renshaw, Facilitator.** Ewha ALS Changwon, Changwon, Gyeongsangnam-do. (W) 055-267-6771, (C) 019-543-2506, Email: englishraven2003@yahoo.com.au

##### Writing & Editing SIG

**Adam Turner, Facilitator.** Hanyang University, Seoul. (W) 02-2220-1612, Email: adamturner7@gmail.com

##### Global Issues SIG

**Jack Large, Facilitator.** Seojeong College, Yangju, Gyeonggi-do (H) 031-949-2887, (C) 011-290-2887, gisig@jacklarge.net

##### Christian Teachers SIG

**Heidi Vande Voort Nam, Facilitator.** Chongshin University, Yongin, Gyeonggi-do. (H) 02-584-1984, (C) 010-3007-1984, Email: solagratia@hotmail.com

##### English for the Deaf SIG

**Dr. Marilyn Plumlee, Facilitator.** Hankuk University of Foreign Studies, College of English. 270 Imun-dong, Dongdaemun-gu, Seoul 130-791. (W) 02-961-4668, (H/HF) 02-

976-9186, (C) 016-838-9186, Email: mariplum@yahoo.com

### KOTESOL Teacher Training (KTT)

**Dr. Peter Nelson, Coordinator.** Chung-Ang University, Dept. of English Ed., (WF) 02-815-5137, (C) 016-211-5396, Email: pternel@cau.ac.kr, peterprofessor@hotmail

### Membership Data Services

**Stephen Bew, Database Manager.** Sookmyung Women's University, Seoul. (C) 010-4448-1205, Email: forstephen@mail.com. **Send Membership Forms to (Fax) 0505-505-0596, Email: kotesolmem@yahoo.com**

### Website Services

**Maria Lisak, Webmaster.** Kunsan National University, Gunsan, Jeollabuk-do. [See Gwangju-Jeonnang Chapter section for contact details.]

### Korea TESOL Publications

**Dr. Hee-Jeong Ihm, Korea TESOL Journal 2004/05, Editor-in-Chief.** Honam University, Dept. of English Language & Literature, 59-1 Seobong-dong, Gwangsan-gu, Gwangju 506-714. (W) 062-940-5347, (WF) 062-374-9865, (C) 016-638-5347, Email: heejihm@empal.com

**Scott Jackson, Korea TESOL Journal 2004/05, Managing Editor.** Honam University, Gwangju. [See Gwangju-Jeonnang Chapter for contact details.]

**Dr. David E. Shaffer, Korea TESOL Journal 2004/05, Reviews Editor.** Chosun University, Gwangju. [See National Officers & Committee Chairs section for contact details.]

**Dr. David E. Shaffer, KOTESOL Proceedings 2004, Supervising Editor.** Chosun University, Gwangju. [See National Officers & Committee Chairs section for contact details.]

**David D.I. Kim, KOTESOL Proceedings 2004, Supervising Editor.** Kangnam University, Yongin, Gyeonggi-do. [See National Officers & Committee Chairs section for contact details.]

**Adam Turner, KOTESOL Proceedings 2004, Managing Editor.** Hanyang University, Seoul. (W) 02-2220-1612, Email: adamturner7@gmail.com

**Jake Kimball, The English Connection, Editor-in-Chief.** ILE Academy, Daegu. [See page 4 for contact details.]

**Dr. David E. Shaffer, The English Connection, Associate Editor.** Chosun University, Gwangju. [See page 4 for contact details.]

## Intern'l Conference Committee

### Positions Available

#### Student Vounteer Coordinator Program Guidebook Editors

These openings urgently need filled.

Contact Sharon Morrison at:

**morrison\_sharon@yahoo.com**

**019-428-2661**

# Calendar

Compiled by Jake Kimball

## Conferences

**Jun 1-3 '05** The Asian Association for Lexicography 2005 Conference: "Words in Asian Cultural Contexts." The M Hotel, Singapore. (Email) [asialex@nus.edu.sg](mailto:asialex@nus.edu.sg) (Web) <http://asialex.nus.edu.sg>

**Jun 3-5 '05** JALTCALL 2005 Conference: "Glocalization Through CALL: Bringing People Together." Ritsumeikan University, Biwako Kusatsu Campus (BKC), Shiga, Japan. (Email) [eng@jaltcall.org](mailto:eng@jaltcall.org) (Web) <http://www.jaltcall.org/>

**Jun 4 '05** National Taiwan Normal University: "Teaching and Learning: ESL/EFL Teacher Education and Professional Development." (Web) <http://www.eng.ntnu.edu.tw/>.

**Jun 12 '05** The Second Linguapax Asia International Symposium: "Language in Society and the Classroom - Preserving Heritage and Supporting Diversity." Canadian Embassy Tokyo. (Email) [info@linguapax-asia.org](mailto:info@linguapax-asia.org). (Web) <http://www.linguapax-asia.org/>.

**Aug 2-4 '05** The 10th Anniversary Conference of Pan-Pacific Association of Applied Linguistics. The University of Edinburgh, Edinburgh, UK. (Web) <http://www.paal.or.kr/>

**Sep 16-18 '05** The Reading Matrix 2nd International Online Conference on Second and Foreign Language Teaching and Research: "Initiative, Innovation, and Inspiration." (Web) <http://www.readingmatrix.com/>.

**Sep 21-23 '05** International Conference on Task-Based Language Teaching: "TBLT 2005: From Theory to Practice." University of Leuven, Belgium. (Email) [tblt@arts.kuleuven.ac.be](mailto:tblt@arts.kuleuven.ac.be) (Web) <http://www.tblt.org/>

**Sep 30-Oct 2 '05** The FEELTA 10th Anniversary Symposium and Video-Conference: "The Role of Teachers' Associations in Professional Development in English Language Teaching." Far Eastern National University, Vladivostok, Russia. (Email) Stephen Ryan: [ryanyama@hcc5.bai.ne.jp](mailto:ryanyama@hcc5.bai.ne.jp).

**Oct 7-10 '05** The 31st Annual JALT International Conference: "Sharing Our Stories." Shizuoka Convention and Arts Center, Shizuoka, Japan. (Email) [jalt@jalt.org](mailto:jalt@jalt.org) (Web) <http://conferences.jalt.org/2005/>

**Nov 4-6 '05** The 3rd Annual Asia TEFL Conference: "TEFL for Asia: Unity within Diversity." China Resources Hotel, Beijing, China. (Web) <http://www.asiatefl.org>

**Nov 11-13 '05** The 14th International Symposium and Book Fair on English Teaching hosted by English Teachers' Association Taiwan (ETA-ROC): "Bridging the Gap: Teaching and Learning." Chien Tan Overseas Youth Activity Center, Taipei, Taiwan. (Email) [etaroc2002@yahoo.com.tw](mailto:etaroc2002@yahoo.com.tw) (Web) <http://www.eta.org.tw/>

**Nov 14-16 '05** Faculty of Communication and Modern Languages, Universiti Utara Malaysia. Inaugural International Conference on the Teaching and Learning of English in Asia: "Towards an Asia Perspective." (Email) [syahaarom@uum.edu.my](mailto:syahaarom@uum.edu.my) (Web) <http://www.uum.edu.my/fkbn/tleia1>

**Jan 19-21 '06** The 26th Annual Thailand TESOL International Conference: "Teaching, Learning, Researching: Three Pillars of TESOL" Chiang Mai, Thailand. (Web) <http://www.thaitesol.org/>

**Jan 23-25 '06** Christians in English Language Teaching. "Heart, Mind, Spirit: Faith-Filled Professionalism in the Classroom." Papaya University, Chiangmai, Thailand. (Email) Brad Baurain [bbaurain@elic.org](mailto:bbaurain@elic.org)

**Mar 15-19 '06** TESOL 2006: "Daring to Lead." Tampa Bay, Florida, USA. (Web) [www.tesol.org](http://www.tesol.org)


**Apr 8-12 '06** 40th International Annual IATEFL Conference, Harrogate, Yorkshire, UK. (Web) [www.iatefl.org](http://www.iatefl.org)

## Calls for Papers

**Jul 16 for Jan 19-21 '06** The 26th Annual Thailand TESOL International Conference: "Teaching, Learning, Researching: Three Pillars of TESOL." Chiang Mai, Thailand. (Email) Program Chair: Steve Tait [ttproposal@auathailand.org](mailto:ttproposal@auathailand.org) (Web) <http://www.thaitesol.org/>

**Nov 30 for Jan 23-25 '06** Christians in English Language Teaching. "Heart, Mind, Spirit: Faith-Filled Professionalism in the Classroom." Papaya University, Chiangmai, Thailand. (Email) Brad Baurain: [bbaurain@elic.org](mailto:bbaurain@elic.org)

## Submissions

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

**Where can I find past issues of TEC and other KOTESOL publications?**

**Check the KOTESOL website!  
[www.kotesol.org/publications](http://www.kotesol.org/publications)**



# 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 400-700 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 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 1,000 to 1,400 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. Hee-Jeong Ihm, Editor-in-Chief, at  
[heejihm@empal.com](mailto:heejihm@empal.com)

Submissions received before **August 27, 2005** will be considered for publication in  
***Korea TESOL Journal, Volume 8.***

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

## 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.

**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 1 st day of the 12th month following that date.

\* **Renewals** shall run for a full 12 months. Membership expiry date: 1 st line of address label used to mail *TEC* magazine.

*We need your feedback, active participation and help! Join us!*

**[www.kotesol.org](http://www.kotesol.org)**  
**Email: [kotesol@asia.com](mailto:kotesol@asia.com)**

## *Seeking Candidates for Nominations Elections*

### ***Six National Executive Leadership Positions***

First Vice-President	Second Vice-President
Secretary	Treasurer
Conference Committee Co-chair	Nominations & Elections Committee Chair

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

Contact Jake Kimball, Nominations & Elections Committee Chair: [ilejake@yahoo.com](mailto:ilejake@yahoo.com)  
For more information: <http://www.kotesol.org/elections>

# KOREA TESOL

## MEMBERSHIP Application / Change of Address

*Please fill in each item separately. Do not use such timesaving conventions as "see above."  
Long answers may be shortened. Use abbreviations if necessary.*

**Please complete this form in English; and also include Hangeul if possible.**

- New membership                       Membership renewal                       Change of address / information

**Type of membership:**

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

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

Bank Name: \_\_\_\_\_ City: \_\_\_\_\_ Date of Transfer: \_\_\_\_\_

Family name: \_\_\_\_\_ Given name: \_\_\_\_\_ Title: \_\_\_\_\_

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

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

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

**Email address(es):** \_\_\_\_\_

**Telephone:** Home Phone: (\_\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_\_) \_\_\_\_\_

Fax: (\_\_\_\_\_) \_\_\_\_\_ Cell Phone: (\_\_\_\_\_) \_\_\_\_\_

**Work Address:**

\_\_\_\_\_  
*School / Company Name*

\_\_\_\_\_  
*Address Line 1*

\_\_\_\_\_  
*Address Line 2*

\_\_\_\_\_  
*City / Province / Country* \_\_\_\_\_  
*POSTAL CODE*

**Home Address:**

\_\_\_\_\_  
*School / Company Name*

\_\_\_\_\_  
*Address Line 1*

\_\_\_\_\_  
*Address Line 2*

\_\_\_\_\_  
*City / Province / Country* \_\_\_\_\_  
*POSTAL CODE*

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

Please check all those areas of ELT that interest you:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Global Issues                          | <input type="checkbox"/> Elementary Education         | <input type="checkbox"/> Teacher Development          |
| <input type="checkbox"/> Reading/Writing                        | <input type="checkbox"/> Secondary Education          | <input type="checkbox"/> Learning Disabilities        |
| <input type="checkbox"/> Speech/Pronunciation                   | <input type="checkbox"/> Post-Secondary Education     | <input type="checkbox"/> Inter-cultural Communication |
| <input type="checkbox"/> Video <input type="checkbox"/> 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  
 Anyone can join KOTESOL by attending a local chapter meeting.

**www.kotesol.org**