



KOTESOL
대한영어교육학회

What's Inside?

Culture Corner Quiz
Melanie van den Hoven

Relative Clauses
Ksan Rubadeau

Members' Forum
- NEW COLUMN -

YL: Whiteboard Jungle
Aaron Jolly

CALL: Chatting Online
Jack Large



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

September 2005

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THE ENGLISH CONNECTION

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

Reading Aloud: What's the Benefit?

By Tim Thompson

Introduction

In many ESL/EFL contexts, including that of Korea, it is quite common for teachers to ask students to read aloud as part of their English conversation classes. More often than not, this takes place during a reading lesson. It is a universal activity for beginners through advanced, and for children to adults. Have you ever stopped to ask yourself what outcome you hope to achieve through this activity? Reading aloud can be a useful teaching tool in ESL/EFL classrooms - provided that its aim is not to improve students' reading skills, but to help students improve their segmental and suprasegmental pronunciation.

This article first examines the stigma surrounding reading aloud in the

Continued on page 8.

The 13th Annual KOTESOL International Conference
FROM CONCEPT TO CONTEXT: TRENDS & CHALLENGES
Oct. 15-16, 2005
Sookmyung Women's University
숙명여자대학교
Seoul, Korea

Invited Speakers

Amy B. M. Tsui	JoAnn (Jodi) Crandall
Mario Rinvoluceri	Brock Brady
Susan Sterplewski	Jean Brewster
Steven Molinsky	Ana Lado
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Vision and Reflections

My last official message for *The English Connection* as President of KOTESOL has given me mixed feelings: a sense of release following a year of service, and confidence for aspirations stated yet unfulfilled. Considered together, they lay a platform for reviewing what has been achieved and what will be, and provide an opportunity to thank the many people and groups within our wonderful organization.

It was a challenging year to me, but overall, it was a productive year, due in part to the ongoing, dedicated and competent work by the National Council, and the tremendous support from our members. The major focus I had stated for my tenure was an expansion of membership benefits. One outcome of this emphasis - both physical and symbolic - was the provision of membership cards and certificates for the first time in KOTESOL history. This project was finalized this summer thanks to superb work by David Kim and support from the Council. Also, online membership application has just become available; this made possible by the collaborative efforts of Stephen Bew and John Phillips. I am truly appreciative of their accomplishments.

President's Message

Regarding professional development, KOTESOL has almost doubled meeting dates throughout the nation, enough to fill national and chapter calendars. These have included five regional conferences and symposia in different locations. For these, all chapter presidents and organizers deserve recognition, as do our members who participated, for making them meaningful and significant. Also, the first SIG Day was hosted by Seoul Chapter in May. Hopefully, this will become a KOTESOL tradition, providing meeting opportunities and strengthening our professional core. It has been decided that a National Conference will be held each spring, with different chapters as primary organizers. This decision was in part based on the newly adopted "National grants" system made feasible by Dr. David Shaffer, our National Treasurer.




A handwritten signature in cursive script that reads "Yeum Kyungsook".

Kyungsook Yeum
Korea TESOL President

The highlight of KOTESOL's collective efforts for professional development is the annual conference, being held this year on October 15-16 at Sookmyung Women's University in Seoul. Under the theme *From Concept to Context: Trends and Challenges*, we have invited three plenary speakers: Dr. Amy B. M. Tsui (University of Hong Kong); Dr. JoAnn (Jodi) Crandall, past TESOL president (University of Maryland, Baltimore County), and Prof. Brock Brady, TESOL Director (American University). The Conference also includes eight featured speakers and over 100 presenters. In this regard, I send special thanks to Sharon Morrison and Sean Coutts, Conference Committee Chair and Co-chair, to Phil Owen as Program Chair, and to all other conference team members.

Our publications continue to grow in stature and quality, and *The English Connection* (TEC) deserves recognition for its professional quality and content. Editor-in-Chief Jake Kimball, associate and column editors, contributors, and passionate readers, also merit acknowledgement for their efforts and support. The 2004 *KOTESOL Proceedings* have been sent to readers, for which David Shaffer, David Kim, and others have spent untold hours in compilation, editing, and layout. In addition, the *Korea TESOL Journal* anticipates enhanced contributions as articles, reports, summaries, and book reviews.

Last, nurturing leadership skills is important for teachers, and I strongly believe that KOTESOL provides this opportunity. One factor contributing to the involvement of more members in the decision-making process will be online voting for officers of the National Council, which will complement onsite voting available at the International Conference. I am confident that its use will prove both successful and vital.

In closing, I would like to say that my core belief regarding KOTESOL is straightforward: Our leaders shared their vision while they provided inspiration and created a mosaic of common goals. In this regard, it has been my pleasure to have served as President. While our joint accomplishments are worthy, it is also reassuring to know that they are part of the groundwork for the many that will follow. In handing over the gavel, I will be able to proudly welcome a yet-to-be-selected National Council, and wish them well. 

THE ENGLISH CONNECTION

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Teamwork: Full Steam Ahead



This issue of *The English Connection* marks the beginning of my second year at the helm, and also gives me pause to reflect on the past four issues and future editions. Earlier this year, I began collecting opinions and comments about TEC, and subsequent changes were made in accordance with collective views of our readership. In the past year, we have tested the waters with an array of new columns in an attempt to meet readers' expectations. In listening to readers' requests, regular columns and feature submissions have balanced theory and practice whenever possible. Serendipity or not, this approach also happens to describe this year's conference, "From Concept to Context: Trends & Challenges." This special pre-conference issue, in which you will find a great deal of conference-related material, happens to be a milestone publication for TEC. One year ago, we had only a small staff and obtaining submissions was a difficult task. One year later, we now have over 20 contributors and the submission process has become increasingly competitive.

Columns Regular and New

- Our feature focuses on a topic that has not had a lot of "page time" in publications, but is nevertheless a very common classroom experience. Tim Thomson presents some of his reflections and classroom experience with reading aloud and in the process dispels some common misconceptions about its pedagogical and practical utility.
- More new columns fill the pages. Ksan Rubadeau begins a new series of articles with her column *Grammar Glammar*. Grammar, although begrudged in certain circles, is still a necessity and deserves our attention. Ksan's tips offer practical, fun ways to turn staid grammar into an alluring classroom affair.
- In surveying readers, I also found that KOTESOL members value an outlet for the free flow of opinions and ideas, hence the new column *Members' Forum*. This column will be dedicated to issues and challenges facing teachers in Korea; it is also intended to serve as a forum for readers to respond to articles that appear in TEC. In the first column, a number of KOTESOL members comment on the topic of "How to Have a Great Conference," reflecting their years of conference experience. Read it to learn how to avoid conference pitfalls and make the most of your time. Feel free to write to me with your ideas on topics you wish to see explored in future issues.
- Computer-Assisted Language Learning is becoming a pervasive medium of instruction, inside and outside the classroom. Both last year and this year, CALL-related presentations and workshops drew attention and crowds. Jack Large, a member of the CALL

Special Interest Group, provides the first *CALL* article where he writes about his experience using student transcripts of online chats (e.g., MS Messenger) and expanding homework opportunities. *CALL* writers are needed for future column submissions, so please contact me to share your *CALL* expertise.

- *Culture Corner* reappears after a year-long r e s p i t e .

Melanie van den Hoven again contributes, this time with an educational quiz on teaching Korean culture in English. As is often the case, culture infrequently appears as a regular thread in general English curriculums. When it does, North American culture generally represents those few tidbits of exposure. Melanie makes the case for more culture from many cultures, including your students' culture. Take the quiz yourself, and then give it to your students. What's your score?

- In our regular columns, Rob Dickey investigates teacher specializations as a means to getting out of a rut and diversifying. Andy Finch, writing in *Action Research*, promotes observations as a central role in action research. Andy offers simple yet effective tasks to begin investigating our own contexts. Jack Large, substituting for Adam Turner in *Writing Write*, describes a writing project his tourism students completed for homework. It's quite instructive and shows how you too can design authentic, enjoyable tasks for your students. Another guest author (*Young Learners*), Aaron Jolly, outlines how to manage a large class of middle school students, increase participation, and promote and autonomy - armed only with a bag of crunchy *bbongtwiggi* puffed rice. Douglas Margolis did double duty this issue with two articles, *Training Notes* and a book review. Dave Shaffer inventories acronyms, initialisms, and abbreviations in his latest *Word Whys* column, and also *Spotlights* Database Manager Stephen Bew. This issue's *Chapters in History* features Mike Duffy's chronicle of Busan Chapter. In *Web Wheres*, we are introduced to a popular British Council-BBC website. Finally, special reports update us on KOTESOL events, including the July Daegu Chapter Conference and the Global Issues Special Interest Group's Tsunami Disaster Relief Fund efforts. And don't forget to check KOTESOL in Action reports for the latest news in your chapter.

From the Editor's Desk

Jake Kimball, Editor-in-Chief

Continued from page 1.

ESL/EFL teaching community. Next, it provides pedagogical support for reading aloud by students. Specific groups of students are introduced for whom reading aloud is most beneficial. Finally, lesson plan ideas are offered as pedagogical support, and error correction is also discussed.

The Stigma

Reading aloud was already losing favor with the language teaching community at the turn of the 21st century. By this time, Communicative Language Teaching (CLT) had already become recognized as a success story in ESL/EFL circles. Reading aloud began to lose favor with the language teaching community for a variety of reasons. The practice of reading aloud has since been relegated to the status of “has-been” and is considered to be old-fashioned. Its critics claim it is an ineffective activity for improving students’ reading ability and pronunciation.

The National Capitol Language Resource Center (2002) suggests that reading aloud confuses lower-level students who cannot recognize, produce, and comprehend a text all at the same time. Littlejohn & Hicks (n.d.) criticize reading aloud as not being a valid means of checking pronunciation. They believe that reading aloud causes students to actually make more pronunciation mistakes and sound less natural, thus reducing the effectiveness of the exercise. Hanson-Smith (2003) condescendingly refers to reading aloud as “an oxymoron” (p. 2).

An English learner posted a message on the China Daily Online Community Forum about their views on reading aloud. The student, named Seneca, tape recorded their own voice in order to correct their pronunciation. Seneca suggested that reading aloud is unnatural and therefore forms bad habits when learning how to speak in the L2. Seneca (2004) writes, “It [reading aloud] interferes with your speaking. Your speech is halting, slow, and with a flat, lifeless, intonation. It sometimes reminds one of electronic robotic voices” (p. 1).

Compelling arguments have been offered by teachers and students suggesting that reading aloud is an out-of-date practice which can do more harm than good. What, then, can reading aloud be useful for?

The Rationale for Reading Aloud

If we take into consideration different students’ learning styles, obviously some learning strategies will work better for some students than others. In response to Seneca’s posting, another learner (Tsupasat, 2004) wrote, “It is very obvious that the people who practiced reading aloud speak more smoothly and with more confidence than those who probably have not read aloud” (p. 1). From this, we can generalize that reading aloud works well with some students but not with others.

There are many educators who support teachers and

caregivers reading aloud to children (Miller, 2004; Schmid, 2002), but what evidence is there for having students read aloud in class? In the early stages of L1 reading development or L2 whole language development, reading aloud helps students improve their vocabulary by prompting them to remember how words are pronounced and what they mean (Templeton, n.d.).

Kelly (2004) suggests that when students read aloud, they listen to themselves and improve their reading skills. He states that self-correction can improve pronunciation, and by comparing their own speech production to a native speaker’s, they begin to identify their own deficiencies. The ability to self-correct was shown to be motivational to students who improved their segmental and suprasegmental pronunciation while learning an L2 (Vitanova & Miller, 2002). Calderon (1999) posits that reading aloud improves students’ fluency and gives students more confidence when reading.

Pronunciation is one of the skills most positively associated with reading aloud. To bolster this argument, Young (2000) cites postings on an electronic discussion list for TESL/TEFL teachers. Improving pronunciation was listed as the most common purpose for having students read aloud. Teachers suggested gap activities, dictation exercises, and suprasegmental altering activities in order to help students improve their pronunciation. Tatsuki (1999) also suggests that reading aloud in association with video lessons is good for pronunciation practice because video adds an additional element to the classroom that benefits students with a visual-learning preference. Learners also get to hear dialogue that can be fun to mimic or act out.

The key to successful reading-aloud exercises is having specific aims for these exercises. If improving students’ pronunciation is the goal, teachers and students need to focus on very specific aspects of the language that is being produced. The majority of teachers who responded to an online BBC survey regarding the validity of reading aloud said that they used reading aloud to aid pronunciation. By focusing on individual aspects of pronunciation such as syllables, segmental aspects such as the /th/ sound, or suprasegmental aspects such as word stress, students will have an opportunity to speak in English without having to produce the dialogue itself.

I propose that teachers try the following experiment with their students. When I asked a group of Korean university students if they thought reading aloud helped them improve their English, they all answered “yes.” When I asked them to describe how reading aloud helped them improve, most of them said that their reading ability would improve. So I proposed a quick experiment to check if this was true. I chose two paragraphs of similar length (five to six lines). I then chose students at random and asked them to read a

paragraph, first silently, and then aloud. Then, I asked them to read the second paragraph aloud without having looked at it. Finally, I asked them what facts they remembered from the first and second paragraphs. Retention was dramatically higher for the first paragraph. Additionally, even though the second paragraph should have been fresher in their minds, the students remembered almost nothing from it. I asked the students what they were focusing on when reading aloud. After some thought, they admitted that they just wanted to sound good in front of their peers. With this simple experiment, I wanted to show them that reading aloud is not an exercise efficient in improving their reading skills. The focus of reading aloud should be on pronunciation and producing sounds from a text.

Students Who Benefit Most From Reading Aloud

There are numerous variables which prevent our classes from being ideal. Class sizes can be too large, contact hours can be too few, proficiency levels can be wide-ranging, students' learning goals can be different, technology may not be available, etc. These constraints prevent teachers and researchers from being able to unequivocally state that certain teaching methods are useful or not useful. However, certain groups of students can unquestionably benefit from reading aloud as a means of focusing on specific oral skills.

Low-level students with low oral production skills

Some ESL/EFL students do not possess a large enough L2 vocabulary to construct their own sentences. Reading aloud can be a useful tool for these students in that it gives them controlled, accurate language to produce. For higher-level students, reading aloud allows them to produce language that, ideally, is i+1 (Krashen, 1981) and that they would not otherwise be able to produce.

Students in large classrooms with few L2 oral production opportunities

For classes of over thirty students, it can be difficult for students to have a chance to speak English in the classroom. Depending on the number of weekly contact hours, the teacher might have to spend most of the time setting up and implementing the day's activity or lesson. Reading aloud, either alone or in a group, provides structured, grammatically correct language for the students to produce. There is no delay while the students attempt to compose a response or some discourse in their mind.

Students whose L1 is syllable-timed

Korean is a syllable-timed language, as opposed to a stress-timed one such as English. As Bell (1996) states, "Korean learners of English have little or no experience in using English in communicative situations, where emphasizing and de-emphasizing words takes on a meaning in context" (p. 2). Reading aloud can be a useful activity for helping students focus on the word stress and the flow of sentences without having to think

about what they are going to say.

Students who are afraid to experiment with the language (low ambiguity tolerance)

Some students are simply afraid to make mistakes that may cause them to be misunderstood. They hesitate to speak if they are unsure of their grammar. Reading aloud gives these students an opportunity to vocalize in the L2 in a non-threatening environment. While the possibility of making pronunciation mistakes exists, students can focus on their pronunciation without worrying about making a grammar mistake or being able to think of the right word. For this reason, reading aloud gives these students the confidence that they normally would not have. Reading aloud can also be a springboard to further oral production in the future. Through repetition, students will begin to hear themselves producing grammatically correct language that supplements the grammar points being covered in the class.

Lesson Plans

The first problem to solve when designing a reading-aloud lesson plan is deciding on an appropriate text to use. Following the advice of Harbord (2002), I recommend using dialogues. Dialogues allow students to read in a manner that simulates real conversations. The dialogue's subject should complement your current unit's topic or theme. The teacher can create dialogues for very low-level students; for advanced-level students, use scripts from popular TV shows or movies. The key to choosing an appropriate dialogue is to make sure that the level is i+1, so that the students are practicing something they normally wouldn't be able to produce.

Teachers might also have trouble getting the other students to pay attention while one student is reading aloud. To remedy this, have the other students follow along and mark the words or phrases that they think are mispronounced or unclear. Compare the other students' feedback in a non-threatening way to what the reader produced. Keep it light so that sensitive students don't get turned off and lose their motivation.

Another factor to consider is time. It is important to give students enough time to read the text silently and become familiar with the content before reading aloud. This will allow the students to understand what they are preparing to vocalize and will help make their tone more natural. If the teacher does not give students enough time to adequately prepare, their motivation will suffer.

One final factor for a successful reading-aloud lesson is the goal. The teacher should choose one specific aspect of the students' pronunciation to monitor. It should be clear to the students what the teacher will be listening for. For example, the teacher could focus on tone and choose a text with many questions. The students would then practice and produce the text, making sure to

stress the proper words in order for the question to sound natural.

Feedback

Corrective feedback for reading-aloud exercises differs from feedback given on written work. Feedback on oral production can be given instantly and can be given by the teacher, other students, or even the speakers themselves if they self-correct. These are important advantages for correcting pronunciation that can be realized when students read aloud.

The teacher should not assume that mistakes made while reading aloud mirror mistakes made while reading silently (Hempenstall, n.d.). For this reason, as stated earlier, reading aloud should not be used for the purpose of improving students' reading skills. Since students usually use prepared texts when reading aloud, grammatical errors are not part of the equation. Instead, teachers need to focus on phonological and morphological errors. In both cases, modeling appears to be the best way to correct these types of errors (Frequently Asked Questions for Teachers, n.d.).

Conclusion

Reading aloud has suffered a blow to its reputation in recent years. Teachers have argued over the validity of reading aloud as a reading tool. However, the main value of reading aloud is as an activity for helping students to improve their pronunciation. It is up to teachers to understand what methods help their students improve their English, to understand what areas of overall English proficiency they enhance, and to point out to students how and why the activities we choose benefit their learning. We must explain why we use certain activities in our classrooms and make suggestions regarding how they approach the activities. By doing this we teach the students how to learn, and help put the learning into the students' hands.

The Author

Tim Thompson has been teaching English in Korea for six years. He is currently employed at Woosong University in Daejeon where he is also completing a master's degree in TESOL. His professional interests include English for Specific Purposes, pronunciation techniques, learning journals for assessment, and computer- and multimedia-assisted language learning.

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Korea Calendar

Compiled by Jake Kimball

Conferences

Oct 8 '05. Pan-Korea English Teachers Association: "Learner Variables and Treatment in EFL Acquisition." Busan University of Foreign Studies, Busan. (Email) sspark@taejo.ac.kr, (Web) <http://www.pketa.org/>

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." Gyeongju. (Email) chongld@sorabol.ac.kr, (Web) <http://www.asiacall.org>

Nov 19 '05. KOTESOL Suwon-Gyeonggi Chapter Conference: "Commitment to Diversity in EFL English Education." Suwon University, Suwon. (Email) mjlee@mail.suwon.ac.kr, (Web) <http://www.kotesol.org/gyeonggi/>

Nov 19 '05. The Applied Linguistics Association of Korea 2005 Annual Conference: "Technology in Applied Linguistics." Chung-Ang University, Seoul. (Email) shin@cau.ac.kr, (Web) <http://www.alak.or.kr/>

Nov 26 '05. KOTESOL Daejeon-Chungnam Chapter and Young Learner Special Interest Group: "Balance and Bloom: Current and Future Approaches in Teaching Young Learners and Teenagers." Korea Nazarene University, Cheonan City. (Email) jollyaaron7@yahoo.com.au, (Web) <http://www.kotesol.org/daejeon/>

Feb 3 '06. KOTESOL North Jeolla Chapter: Drama Festival. (Email) Nick Zeigler northjeolla@yahoo.com, (Web) <http://www.kotesol.org/jeolla/>

Feb 4 '06. The Korea Association of Primary English Education 2005 International Conference: "The Past 10 Years of and the Prospects for Primary English Education." Gyeongin National University of Education, Anyang, Korea. (Email) mowon@cue.ac.kr, (Web) <http://www.kapee.org>

Apr. 22 '06. STEM 2006. The 10th Society of Teachers of English through Media Conference: "Learner Autonomy and Movies." Hansung University, Seoul. (Email) stem1998@hotmail.com, (Web) <http://www.stemedia.co.kr/>


Calls for Papers

Oct 31 '05. for Nov 26 '05. KOTESOL Daejeon-Chungnam Chapter and Young Learner Special Interest Group: "Balance and Bloom: Current and Future Approaches in Teaching Young Learners and Teenagers." Korea Nazarene University, Cheonan City. (Email) jollyaaron7@yahoo.com.au, (Web) <http://www.kotesol.org/daejeon/>

Nov 30 '05. KOTESOL Proceedings 2005. Submissions limited to presenters at the Korea TESOL International Conference 2005. (Email) kotesol@asia.com

Ongoing. Korea TESOL Journal, Vol. 8. (Email) scott.honam@gmail.com, kotesol@asia.com

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 

5th Suwon-Gyeonggi Chapter Conference

"Commitment to Diversity in EFL Education"

2:00 pm - 6:00 pm
Saturday, November 19, 2005
University of Suwon

Busan: A Chronicle since AETK

By Mike Duffy

As Busan prepares to consolidate its status as an international city by hosting the 2005 APEC conference, it seems an appropriate time to look back on the recent history of English teaching in the port city, and the role played in its development by Korea TESOL. One of KOTESOL's predecessor organizations, AETK (The Association of English Teachers in Korea), had been active in Busan going back to 1989 when, in collaboration with the Pusan Association of Language Teachers (PALT), it had put on a Conference and Bookfair with guest speakers supplied by publishing firms and by the Japan Association of Language Teachers (JALT). Among those attending were two future presidents of Busan Chapter, Michael Duffy and Sook-eun Cho. The following year, the same organizations joined forces with PETA (now the Pan-Korean English Teachers' Association, PKETA) to put on a conference at Pusan National University (PNU). The speakers included Kathleen Graves, author of the *East-West* series of coursebooks, and someone who was to become a frequent visitor to Korea, Jack Richards of *Interchange* fame.



The author at the 1991 Conference at Dong-eui University

In 1991, AETK held its national conference at PNU under the chairmanship of that university's Dr. Jung-hun Ahn, who, as the last president of AETK, was to see in the inauguration of

KOTESOL in the autumn of 1993. Compared with present-day conferences, the PNU event was a very modest affair, but it attracted some distinguished presenters such as Prof. Duk-ki Kim, Jack Martire, and David Kosofsky. David, author of the popular *Common Problems in Korean English*, provocatively recommended that teachers should dispose of all printed materials, including textbooks. (Luckily for KOTESOL's finances, this has not yet happened.)

When AETK and the energetic Daejeon-based group, KATE, decided to come together in the fall of 1992 to form Korea TESOL, it was resolved to set up regional chapters if a sufficient number of local members expressed an interest. There was considerable enthusiasm in Busan for the idea, and so it was that the chapter came into being. Its first meeting was held on March 20, 1993, at the Language Research Institute of PNU, and the first committee was elected. Mike Duffy

was president; Hyo-woong Lee, more recently the founding president of Asia TEFL, was VP; and Jeong-ryeol "Jay" Kim, a later KOTESOL president, was secretary. The inaugural presentation, "Future Directions for English Teaching in Korea," was given by Dr. Ahn, who had by then become the national president of AETK, and monthly meetings continued to be held at the same venue for the first year of the chapter's existence. Two of the outstanding early presenters were Chuck Mason, a long-time stalwart of teachers' organizations, who came down from Daegu to show ways of teaching feedback strategies, and Ji-sook Yeom, Korea's most famous practitioner of jazz chants.

Chapters in History

Edited by David E. Shaffer

An important contributor to the Chapter's early growth was Nae-il Park. Mr. Park, who retired in 1997 as Vice-Principal of Pugok Middle School, was well-known in local English-teaching circles for many years, largely as a result of the TLF (Target Language Focus) group which he headed, and he introduced many members of his group to the Chapter. He also enabled the Chapter to reach an even wider public by initiating contacts with the city's Office of Education.

Mr. Dae-cheol Kim, the late president of Busan's oldest English institute, ESS, had long been an enthusiastic supporter of teachers' groups, and it was at his

By 1995, monthly meetings were attracting well over 50.

invitation that the chapter moved its regular venue to the ESS building in downtown Nampo-dong for its first meeting of 1994. The move resulted in a considerable increase in attendance over the year. By the spring of 1995, monthly meetings were attracting well over 50 people, with many coming from as far away as Ulsan, Pohang, and Daegu. Workshops on listening and cooperative learning by Pusan University of Foreign Studies professors Ellen Bancroft and Scott Walters proved especially popular, as did various presentations by Dr. Ahn and by Peter Ackroyd of Fisheries (now Pukyong) University.

The move to ESS coincided with the election of Na-un

Hwang (formerly Pyong-young Hwang) as secretary-treasurer, and following the departure of Jeong-ryeol Kim to take up the position of national president at the end of 1994, Na-un began to devote more time and energy to the development of the Chapter. In May and June 1996, she organized its biggest events to date, two workshops given by David Paul of Japan, one on teaching adults and teenagers, the other on teaching children. The latter was an all-day affair and took place on a Sunday. Despite a fraught overnight trip from a fogbound Seoul, David managed to entertain and instruct the audience of over 150 teachers with his usual humor and flair.

Na-un took over the presidency at the end of 1996 and launched an even more ambitious project, a modestly titled “mini-conference,” which finally took place in May of 1997 at PUFFS. With three overseas guest presenters and more than 200 teachers in attendance, it turned into something of a mega-event, and set a high standard for Na-un’s successors to emulate. However, over the following two years, the similarly energetic Cho Sook-eun and TJ Everest organized equally successful conferences, at PNU and Dong-eui University, respectively.

In 1999, the chapter inaugurated an innovation in the form of a joint Korean-Canadian presidency, the office being held by Zoe Im (Im Eo Kyung) and PNU

professor Marcela Jonas. They were followed by New Zealander Paul Mead, who made special efforts to attract Korean members, and Australian Jason Renshaw, who, coming from a YL background, put an increased emphasis on issues of teaching children. Jason also made the innovation of inviting a speaker from Japan, Miki Niiyama, Assistant Professor of Baiko

The mini-conference turned into a mega-event.

Gakuin Women’s Junior College in Yamaguchi Prefecture, who presented on peer feedback in an English writing class in what proved a very successful meeting. Since Busan is the closest to Japan of all the cities in Korea, this might be a pointer to the Chapter’s future.

In 2003, a new president, Paul Robertson, moved the Chapter’s meetings from its long-established home at ESS to Dongseo University. This also became, in April 2004, the venue for the Chapter’s first conference since 1999, with guest speakers including old favorites like Marc Helgesen and the current star of EFL, Dave Sperling. The enthusiastic response showed that although the Korean EFL scene has undergone many, many changes during the past dozen years, Busan Chapter, now under the presidency of Craig Lutzer, continues to play an important role in the life of the city.

The Author

Mike Duffy has been teaching in Korea since 1988. He has held various positions in Korea TESOL and other teachers’ organizations, and was president of Busan Chapter from 1993 to 1996. He is currently at the Korea National Railroad College in Gyeonggi-do. 🌐

Busan Chapter Presidents

1993-1996	Mike Duffy
1996-1997	Na-un Hwang
1997-1998	Sook-eun Cho
1998-1999	Terri-Jo Everest
1999-2000	Zoe Im (Eo Kyung Im), Marcela Jonas (Co-Pres.)
2000-2001	Paul Mead
2001-2002	VACANT (1VP: Roger Fusselman)
2002-2003	Jason Renshaw
2003-2003	Erik Newson
2003-2004	Paul Robertson
2004-2005	Patrick Guilfoyle
2005-Present	Craig Lutzer

A Quote to Ponder

“Does it always matter if the ‘real world’ is not being practiced in the classroom?”

Jo McDonough and
Christopher Shaw
Materials and Methods in ELT (1993)

Observation

Jack Richards (1996, p. 12) notes that “Action research typically involves small-scale investigative projects in the teacher’s own classroom, and consists of a number of phases which often occur in cycles: planning; action; observation; and reflection.” Observation is thus at the heart of action research. It could be said that all language-learning research is based on observation, since even the quantitative paradigm relies on data collection before carrying out its intricate niceties.

It is easy to think that research doesn’t exist until it hits the pages of a professional journal (“I am published; therefore, I am”). However, when we read the reports and case studies contained in various books and articles (e.g., Bailey & Nunan, 2000), we can see that qualitative research is largely a matter of reporting and commenting on observations carried out by practicing teachers. These observations (about themselves and about their students) are collated, categorized, analyzed, and presented for the interested reader, who is often left to make up his/her mind about the implications for his/her particular teaching situation.

Wajnryb’s (1993) excellent book about classroom observation tasks is not explicitly a research methodology book. However, it is highly recommended for teachers (and teacher-trainers) wishing to investigate and enhance their practices in an action-

Physician, heal thyself.

research manner. If they have time to write up the results and submit a paper to the *Korea TESOL Journal*, this is most welcome and benefits a wide range of colleagues, but even without this final step, the activity of exploration through observation is a valid and valuable research activity.

At the non-threatening “micro” level of personal-practice investigation, observation can be carried out simply by using checklists (Finch, 2005), by setting up a video in the classroom, or by asking a colleague to sit-in and take notes. It can be structured observation, or it can be unstructured. In the former case, various observation instruments can be made, focusing on different areas of self-research (e.g., the teacher’s approach to the learners, the teacher’s language, the learning environment, the lesson, teaching skills and strategies, classroom management, and materials and resources). On the other (unstructured) hand, it can be interesting to make a video without planning what to observe and simply make notes and comments as situations arise.

As we can see, there is a lot to observe from various

perspectives, and various ways of doing this. Starting with ourselves (“Physician, heal thyself”) is a good way to begin. As Sauvignon (1976) points out, a great deal of research focuses on learners, ignoring the fact that teachers (that’s us) also have attitudes and beliefs about language learning and that these affect our teaching and the learners’ consequent learning.

Action Research

By Andrew Finch

Such examination can begin with self-directed observation and can lead to positive improvement and enhancement of our teaching practices. In its institutional, teacher-training guise, however, the “hard, critical look” is not often seen as a method of research and can be stressful for teachers who see themselves being judged, not always by competent educators, and sometimes with potential negative repercussions. It is important, therefore, that administrators, as well as teachers, understand the important formative role of observation, and the necessity for discussion and understanding at every stage of the process. When this occurs, observation can become a non-stressful, well-documented group activity and can involve (and influence) all the teachers in the educational institution.

Finally, let’s not forget that teachers (even more so in student-centered, autonomous learning environments) are vital to the learning process, and can facilitate and promote a love of learning.

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Specialization

Like most in professions, in teaching, the basic qualification prepares teachers to handle the most general of issues. While there is of course no shame in being a generalist, one who can handle a wide variety of courses to some extent, it is generally expected that as teachers become more senior they will develop advanced skills in one or a few topic areas, to serve as a resource to colleagues and to handle certain courses on a regular basis.

Though most MATESOL programs offer advanced courses in specific fields, few teachers would claim to be specialists based solely on a master's degree. Yet doctoral studies are not the way ahead for most teachers.

Specialization is a frequent focus of professional development. As Richards and Farrell (2005) observe, staff development programs in schools are often a balance between school needs and teacher aims, and the loss of a senior teacher specializing in a particular area (e.g., listening or CALL) generally creates an opportunity for another teacher to grow into that vacancy. Other teachers grow into their specialization

Few teachers would claim to be specialists based solely on a master's degree.

through their own interests, whereas still others seem to fall into a specialty without much thought on the matter.

Specialization in English language teaching (ELT) is different than in many other teaching contexts in that English as a foreign/second language has already been clearly subdivided to a much greater extent than, say, mathematics or science. We have the four basic "skills": Listening, Speaking, Reading, and Writing; a number of "language sciences," and the history of the English language; Literature, and Technology-Enhanced Language Learning. And we've got still more skills and types, including Business English, Vocation-Specific English, Public Speaking, and Interpretation and Translation.

Paths Towards Specialization

As with most forms of professional development, the route to specialization can take many forms, and very often a combination of these: formal studies, workshops, professional and academic reading, discussions with colleagues, and experimentation

(sometimes also known as "sink or swim"). The major ELT publishers all have book series for teacher education and training on speciality areas, and these can range from collections of simple techniques and photocopyables to light subject area introductions to massive scholarly tomes. Most of the larger English teaching conferences design "tracks" for their

Professional Development

By Robert J. Dickey

conference presentations where attendees can quickly ascertain which sessions fit which specializations. Too often overlooked, however, are the various Internet chatboards and email discussion lists, along with IATEFL and TESOL SIGs, that focus on teaching specialties. Action research, or even reflection, too, can be important aspects in developing specialization.

Avoiding "Getting into a Rut"

Unlike some professions, teaching does not require that a specialist abandon other fields. Many teachers purposefully maintain one or more courses outside their specialization. Some institutions require teachers to teach a certain number of "general" courses, either to share the load, or to stay aware of issues outside their special field. While this is an obvious way to diversify, there are teachers in general assignments that find themselves doing the same things in the same ways. The Korean "eum and yang" symbol provides a helpful reminder, there should be balance. Even while developing expertise in a specialty area, one should also explore new fields. These explorations might be new teaching areas, or simply new ways of doing things within your specialty. I will also encourage teaching in other venues (lawfully, of course!), such as summer camps, weekend intensive programs, and teacher English training projects, perhaps even in other countries.

Many of us teaching English in Korea were originally educated in some field other than English teaching, and furthermore, each of us is unique. Specialization should include bringing the best of our individual natures to our teaching and sharing our own perspectives with our colleagues.

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KOTESOL 2005 - From Concept to Context: Trends and Challenges

What's in a conference theme? This year's theme seems a bit mysterious until it is decoded. And this is especially pertinent when one comes to understand what it is that KOTESOL is trying to offer this year. EFL is a dynamic and exciting field in any country, but Korea, by virtue of its quick change and manic pace, makes a perfect place for new ideas, challenges, opportunities, and obstacles to present themselves. Everyone has an idea about what works. But the relationship between theory and practice is a tenuous one at best. What is the use of a good theory if it doesn't work in the classroom? And what is the value of a good classroom application if it doesn't work for the learner in the real world? This is the crux of our theme this year. How do we make a successful transition from an idea to practical application both within and outside the classroom?

The 2005 Korea TESOL International Conference Committee invites your participation at our annual conference to be held on October 15-16, 2005, at Sookmyung Women's University in Seoul. We urge you to join us for an impressive, expanded program with three plenary and eight featured sessions: the largest number to date. All we need is you - our audience. Help us make this year's event a continuing success!

On offer this year are three plenary sessions. We have the honor of hearing **Dr. Amy Tsui** give our opening plenary. Dr Tsui is an expert on language and identity, and her presentation is sure to be provocative and insightful. She will be speaking on *Language Policy and the Construction of National Identity*. Countries, including Korea, vary in their responses to the challenges presented by the growing perception of English as an indispensable global literacy skill. Language policy decisions have a profound effect on all participants whether policymakers, curriculum designers, teachers, or learners.

Dr. JoAnn Crandall will be speaking at our second plenary session on Saturday afternoon. Her address will be on integrating EFL and content-based instruction, a recent and emerging trend in Korea. This falls well within her expertise in educational policy and program development. Dr. Crandall is currently Professor of Education at the University of Maryland, Baltimore and directs a six-department interdisciplinary Ph.D. program in Language, Literacy and Culture. She has authored numerous articles, chapters and books including *ESL through Content-area Instruction: Mathematics, Science, Social Studies* and is a former president of TESOL (1988-89).

Prof. Brock Brady, a present Director of TESOL, will lead our third plenary session with a presentation focusing on the contribution of NNESTs (Non-Native Speaking Teachers) to the classroom context with specific attention given to their strengths. His talk will provide an overview of N N E S T benefits, concerns, research, and opportunities for collaboration with NESTs (Native Speaking Teachers). This talk should be informative in highlighting how diversity in teachers has a positive affect on the learning context. Prof. Brady is Coordinator of TESOL Programs at American University and a past president of the Washington Area TESOL Affiliate. He has worked in many EFL environments for over 14 years, including Korea.

We are delighted to have eight featured presentations at this year's conference. **Mario Rinvoluceri**, is an NLP (Neurolinguistic Programming) practitioner, teacher-trainer, author, and editor with more than 30 years experience. He will speak on *NLP as a Lever for Conceptual Change in Teachers*. Mr. Rinvoluceri is an innovative and inspiring presenter. His talk promises to be dynamic and highly interactive. It will challenge participants' perceptions and leave them with new ways of thinking and teaching.

Clyde Fowle echoes the theme of change and challenge in his presentation entitled *Continuous Professional Development: The Challenge of Maximizing Impact*. How to cope with ever-increasing change is a challenge in every profession, but it is especially relevant in ELT where new methodologies are commonplace. Mr. Fowle offers suggestions on how teachers, trainers, and institutions might manage and increase the benefits of continuous professional development for all involved.

Prof. Susan Stempleski, a noted author of more than 40 textbooks and teacher reference materials, has an extensive background in intercultural awareness. She is expected to present on the impact that culture has on language learning and teaching, the cultural misunderstandings that may result and to offer practical suggestions on ways to work through them. She is Coordinator of faculty Development at Hunter College International Language Institute of the City University of New York. She is also a past member of

Conference
2005

the TESOL Board of Directors.

Co-author of the popular *Games for Children* and *The Internet and Young Learners*, **Gordon Lewis**, will impart practical suggestions for classroom activities specifically targeted at young learners. **Dr. Ana Lado**, of Marymount University, is the director of a unique program which gives licensure for teaching ESL in grades K-12, and also has a strong focus on young learners. She expects to present on the best materials for today's teaching methods with a special focus on teaching children.

Dr. Jean Brewster, from the Hong Kong Institute of Education, will speak about the *Trends and Challenges in Teaching English through Content*. Her talk will focus on Content and Language Integrated Learning (CLIL) and how this can be included in the curriculum. It will describe (with examples) the exemplary ways in which this approach can benefit language learners. This presentation will be of particular relevance to those in primary and secondary school settings.

Professor of Education at Boston University, **Dr. Steven Molinsky**, is a specialist in language teaching methodology and author of more than one hundred textbooks, including the highly successful *Side by Side*, *ExpressWays*, and *Word by Word*. Through a sharing of his experiences as a language learner, his featured presentation, entitled *What I Have Learned about Language Learning*, will explore the various factors required for successful second language acquisition. And finally, **Prof. David Hall**, Head of the Department of Linguistics at Macquarie University in Sydney, Australia, will present on his special area of expertise: *Trends and Challenges in Teaching Language for Specific Purposes*. This area continues to be a trend, and indeed, many of the presentations scheduled for this conference focus all or in part on English for Specific Purposes. Prof. Hall will shed light on how the development of ESP has shifted from theory-driven to practice-driven and back again, and reveal how both theory and practice are necessary to our teaching situations.

Our pool of quality presentations continues to grow, and this year we are pleased to provide 110 presentations. In addition to our growing numbers, the Conference has become more international than ever before with 89 international speakers from 14 different countries. These, along with our valued presenters from Korea, encompass a rich and varied range of ELT trends. There is something for everyone, whether your interests lean toward the four skills, or whether your passion is grammar, vocabulary acquisition, or

pronunciation. You can learn how to enhance your students' cognitive skills, strengthen their critical thinking, and raise their awareness of learning strategies. You can learn about the challenges of assessment, differing learning styles, or teaching in an EAP context. Both the theoretical and the practical will be considered.

In addition to attending some wonderful presentations, there are many other reasons to attend the Conference. There are opportunities for personal as well as professional development. At the Conference, you have time to explore new research ideas, deepen your awareness of key issues, learn about simple activities that work, evaluate what you are currently doing and whether it is still relevant, exchange and share ideas, collect resources and references, gain new perspectives, and renew energy. The Conference is also a great place to view and evaluate the range of innovative or tried-and-true materials available at our organizational partners' display area. And don't forget to check out the Employment Center, where you can peruse job listings, or even sit for an interview. Last, but not least, find out how to become more involved with Korea TESOL by visiting our SIG and Chapter tables.

For more information about the Conference and Korea TESOL go to www.kotesol.org and follow the links for the Conference. Pre-register online today and receive a discount on your conference fee of 30,000 won for members and 10,000 won for non-members. Non-members can save 20,000 won each when pre-registering at the Group rate (5 or more persons).

See you on October 15 and 16, 2005!



Sharon L. Morrison
Conference Chair

Sean Coutts
Conference Co-chair

Conference Pre-registration

Ends September 23

Discount Rates

www.kotesol.org/conference/2005

Making the Most of Your Conference

“New, Refreshing Ideas to Use”

From Amy Kroesche, Daegu Chapter Secretary

One of my favorite parts of going to conferences is getting to meet new people as well as talking with old friends I don't often see. I feel a sense of community with other teachers that I don't always find in my school. Getting the chance to talk with other professionals helps me to feel that I'm not just out there on my own. Going to sessions and plenary addresses keeps me up-to-date with what's going on in the field of English language teaching, and gives me lots of new and refreshing ideas to use in the classroom. Sometimes, that's just what I need when I'm feeling tired and out of ideas for my class. One of the best ways to maximize the conference experience is to keep expectations realistic. I know that the conferences can't fix all my problems, nor are all of the sessions and addresses geared toward my areas of concern in the classroom. I can, however, listen and participate in conference sessions and then take the ideas and adjust them for my own classroom use, or make a presentation myself! If you've never experienced a KOTESOL conference, I encourage you to experience for yourself how they can help you develop as a professional English teacher.

“Show Up Knowing What to Expect”

From Joe Walther, Seoul Chapter Vice-President

I like to be prepared, so I always check out the conference website a day or so *before* the conference begins (<http://www.kotesol.org/conference/2005>). Here I can find both the schedule and the abstracts of the presentations and plenary speeches before I get to the conference site. When I first came to Korea, I found it useful to go to the conference with some co-workers. Now, after four years of attending national and chapter conferences, the faces are all so familiar that the conferences have now become a reunion of sorts.

Choose presentations and workshops that fit with your teaching style and level. The publishing companies offer workshops that show you how to best use their books (and they often give free samples!). Some workshops are very hands-on while others are more theoretical. Some presentations target university teachers while others are geared towards the elementary school teachers. I check if book they're promoting match what I'm using. If it's close, I attend the workshop, get as much free stuff as I can, and use it as supplemental materials, prizes for kids, or reference materials for the future. I always take some time and wander through the publishing company booths. They offer book discount and recommendations.

With so much to do, you're bound to get hungry. You

can head off-campus to any of the numerous nearby restaurants. I usually end up meeting new people and having lunch with them. This provides a good opportunity to compare notes on which speakers were good, which presentations are useful, and which ones to pass up. It's also a good opportunity to network a little. Everyone is sure to get something out of the conference. You can get more out of it if you show up knowing what to expect.

Members Forum

Compiled by Jake Kimbell

“Talking Shop Gets Trouble Off Mind”

From Kevin Landry, Seoul Chapter Member

For some conference goers, conferences can be loud, crowded, and nerve wrecking. But for others, this excitement is palpable. Conferencing provides a great opportunity for teachers to observe presentations, check out the latest books from publishers at a discount, and take a break from the daily grind. You can meet new colleagues and get away from office politics at your workplace. Foreigners and Koreans are welcome to mingle, learn from one another, and gather knowledge from experts in different fields.

Career benefits: Going to a conference inspires you to become a better teacher, researcher, and person. You can enhance your resume if you present, and helping to organize the event can give you a sense of belonging that might be missing from your life. Developing contacts may improve your prospects for a better job - check out the on-site Employment Center.

“A Cross-section of TEFL Community Attends”

From Paul Mead, Former National 2nd Vice-President

To make a great presentation at a Korea TESOL conference, first, plan for your topic to be interesting to a cross section of the entire ESL teaching scene in Korea. Not only are many different kinds of people likely to want to try your thoughts on for size, but some are likely to want to argue with what you have to say. Add to this that some of your audience may be in their first year of ESL teaching while others may have been teaching English in Korea for decades; it is a truly daunting challenge to find a balance between trying to please everyone and presenting your pearls of wisdom to scholars in your target audience. Deciding on your target audience, and thus your target area of ESL teaching, will have to be your first step. This will take a great deal of thinking outside the square since a

broad cross-section of the TESL community attends KOTESOL conferences.

In short, be as succinct as possible when specifying your target subject and target audience. Make your key areas of presentation as relevant as possible to every day learning, smile a lot, and engage individuals only when their points relate to what you are talking about. On the other hand, be prepared to divert interventions by attendees towards the end of your presentation where, of course, you have allowed time for such things. Have fun, entertain, inform, and stimulate. The floor is yours!

“Come Early, Stay Late”

From Jack Large, Seoul Chapter member and Global Issues SIG Facilitator

Conferences are more for those who get involved in the planning of a successful one. There are thousands of things that have to be done by hundreds (ideally), or at least dozens of volunteers. Strong friendships form, personal networks grow. This year, we're reading proposals. I have to assemble a showing of the flag by the Global Issues SIG on behalf of our Aceh Aid effort and my "Cycling for Humanity" ride. We'll have a meeting to build interest in the GI SIG, and look forward to getting face-time with old and new friends and colleagues. I'll befriend new people, as yet unaware that I have sneakily put another wandering educator on the track (slippery slope) to KOTESOL leadership.

So the way to get the most experience out of our conferences is (as I always used to think about partying) "Come early and stay late." And remember that what goes on outside the rooms can be every bit as important and satisfying as research and statistical analysis that goes on inside.


“Professional Development Equivalent

to Cramming for an Exam”

From Maria Lisak, Gwangju Chapter President

Before you go, do as much pre-planning as possible online. For example, you can register for the conference, book your hotel online, set up meeting and appointments with colleagues through email, or set up job interviews - all online. To prepare, print up a copy of the conference schedule, highlight sessions which interest you, coordinate your choices with colleagues going with you, and get together later to share your experiences and notes. Be sure to bring with you a notebook, lots of business cards, and your resume. Stay wired - not on Java - but on your computer and cell phone.

Once at the conference, enjoy! The power packed into a conference event can provide career opportunities you never imagined. This event is the professional development equivalent to cramming the night before a final exam, has the relationship opportunities of working in a multicultural environment for two days, and provides material development for the rest of your school year. When you are there, familiarize yourself with the venue's layout, check for any program changes, vote, get involved in SIG or chapter activities, hit the publishers' tables, ask questions and take notes at the presentations, exchange business cards, and schmooze! My best lesson plans, ideas that work, and solutions that work have all emerged from chatting with new colleagues. People come to these events to network

After the conference, follow up on any opportunities, send email to presenters and new colleagues, share your experience with your colleagues at home and connect them with your new colleagues for their mutual benefit, and update your resume by documenting your conference attendance to show current and future employers that you actively cultivate your own learning. 

Employment Services Center

At the 2005 KOTESOL International Conference Sookmyung Women's University, October 15 & 16

- * Drop off your resume with recruitment representatives
- * Pick up recruitment materials
- * Schedule an interview with potential employers
- * Free to KOTESOL members

Full information available at the conference registration area,
or contact Dr. Peter Nelson: peternel@cau.ac.kr

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Over 100 Concurrent Sessions at Conference 2005

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James Life

The Classroom as a Living Organism.

Ya-Chen Su

Students' Changing Views: Employing the Integrated-Skill Approach to Taiwanese EFL Classes.

Computer-Assisted Language Learning

Timothy Allen & Sean Smith

Student Website: Technotards Can Do It, Too!

Atsushi Asai

Text-Marking Effects in Online Reading.

William Michael Balsamo

Online Reading Lab and Library for ESL Students.

Ian Brown

CALLing All Poets: Combining Poetry Writing and CALL.

Ian Brown

The Online Teacher Guidebook.

Brett Collins & Andrew Johnson

English Trailers: Student Reactions to Conversation Catalysts.

Andrew Johnson & Mark Sheehan

Interactive Reading: Teaching Reading Skills and Authentic Materials With CALL.

Ross Miller

Copy, Paste, Click, Copy, Paste: English Essays Made Easy.

Thomas Pals, Michael Shawback & Timothy Randell

Assessing Levels of Difficulty of Authentic Listening Materials: How Hard Is Hard?

Thomas Pals, Timothy Randell & Michael Shawback

Podcasts: Time-Shifting the EFL Classroom.

Suksan Suppasetsee

Developing CAI Courseware for EFL Learners in Thailand.

Jitpanat Suwanthep

Exploration of Students' Attitudes Toward Learning English Through CALL.

Global and Environmental Education

William Michael Balsamo

Bangladesh Seminar: A Meeting of Two Cultures.

Steve Garrigues

Teaching World Awareness Through World Music.

Cross-cultural Issues

Hailian Li & Melanie van den Hoven

Assessing Korean EFL Students' Perceptions of Other Cultures.

David Rear

Teaching Students to Think Critically and Debate in English.

Anthony Schiera

Como Se Dice "Ho-La" en Espanol?

Heidi Vande Voort Nam

The Christian Teacher and the Secular Workplace.

Todd Vercoe

Teaching English to the Asian Mind.

Anchalee Wannaruk

Pragmatic Transfer in EFL Refusals.

Curriculum and Materials Development

Gerry Lassche

Warm-up for Language Learning!

English for Specific Purposes

Craig Bartlett

Adapting to Learning Contracts: An Exploratory Study.

Lan Chi Bui, Minh Chau Bui & Phi Oanh Duong

Failure in an ESP Program: Why?

Minyoung Son

Needs Analysis of Junior High School Students in Korea.

Pisamai Supatranont

Classroom Concordancing: Increasing Vocabulary Size for Academic Reading.

Issues in Language and Literacy

Hamish Gillies

Japanese-English Language Mixing Behaviour Amongst Mixed Nationalities in Japan.

Learning Strategies and Styles

Yen-Lin Chou

Socioaffective Strategies: The Language Learning Strategies Asian Students Frequently Overlook.

Frederick Fearn

From Reader to Reporter: Approaching News English in the Classroom.

Russ Garofalo & Scott Smith

Effective Ways to Scaffold Authentic Listening Tasks.

Paul Joyce

Vocabulary Learning: Can Broader Mean Deeper?

Hiam Kanbar, John Miller & Hyekyung Sung

Learning in Style: Setting Up a Learning Strategies/Styles Program.

Jake Kimball

Strategies for Teaching and Learning Vocabulary With Young Learners.

Jake Kimball

Strategies for Teaching Spelling.

Kira Litvin

Student Self-Evaluation: An Action Research Project.

Christopher Sippel

Vocabulary Learning: Can Broader Mean Deeper?

Brian Smith

Students Teaching Students: One Application of Learner Autonomy.

Scott Smith

Using Think-Alouds to Improve Reading Comprehension.

Suchada Poonpan

Indicators of the Research-Based Learning Instructional Process: The Best Practice School.

Anson Yang

Does an Open Forum Promote Learning?

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Allison Bill

Approaches to Vocabulary Acquisition in the Korean EFL Context.

Allison Bill

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Motivating ESL/EFL Reading Through Presentation Projects.

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Context-Linked ELT Methodologies and Techniques.

Kira Litvin

Project-Based Learning: Using Surveys & Learning Lessons.

Poh Leng Mark

Increasing Learner Autonomy in the Writing Class Through Experiential Learning.

John McNulty

Approaches to Dealing With Plagiarism in University Writing Courses.

Rocky Nelson

Learning English Through Extensive Reading.

Michael B. Paradowski

From Context to Content: The L1 Strikes Back.

Susan Mary Pryor

The Great Homework Debate.

Jonghee Shadix

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Terry Shortall

Authentic Versus Contrived Language: The Case of the Present Perfect.

John Olszewski

Objective, Empirical Evaluation of Level Testing, Oral Interview and Conversation.

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Jill Christopher

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Margaret-Mary Lieb

Popular Music and Its Role in the English Language Classroom.

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Cheng-hua Hsiao

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SLA in Naturalistic Contexts: Queer Korean Identity Construction, Investment, and Access.

James Life

Transferring Meaning Between English and Korean Using Conceptual Components.

Steven Lee

Child-Adult Differences in Auditory Discrimination and Pronunciation of Foreign Phonemes.

Amir Mahdavi-zafarghandi

Age Factor and Fluency in L2 Acquisition of Grammatical Competence.

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The Effectiveness of Electronic Dictionaries and Glosses.

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Putting Krashen's Comprehension Hypothesis to the Test.

David Shaffer

The Proverbial Metaphor: Teaching Figurative Language Idiomatically.

Behtary Shahabaddin

Length Constraint as Task Demand: Exploring L2 Oral Performance Variability.

Minyoung Son

How Does L2 Working Memory Relate to L2 Reading Skill?

Massoud Tajadini

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Fatma Ataman & Gulsen Baskan

Standardizing the English Proficiency Exam at METU.

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Group Testing: Student-Designed Tests.

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Teaching Progressively for University Entrance Exams.

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Vocabulary Assessment in Five Minutes or Less.

Prateep Kiratibodee

The Relationships Among Test-Takers' Variables and CBT Reading Scores.

Young-Ju Lee

The Impact of ESL Placement Test Decisions.

Young-ju Lee

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Chatraporn Piamsai

Learner Strategies and Student Performance on a Computer-Based Listening Test.

Sharon Simpson

Analyzing Student Educational History Against Current English Proficiency: Teaching Indications.

Teacher Training and Development

Hosung Choe

The Native-Speaker Model and Korean Nonnative-English-Speaking Teachers.

Sean Coutts, Kathryn D'Aoust, Andrew Kim & Kira Litvin

From English Teachers to Material Writers: A Collaborative Project.

Brian English

Moving Up the EFL Ladder: Getting That Next Job.

Andrew Finch

Integrating Teaching and Assessment in EFL in Korea.

Jeffery Hawkins

Action Research: What? Why? How?

Hirokatsu Kawashima, Yuya Koga & Naoki Sugino

Language-Learning Activities in Three EFL Classrooms for Children.

Ksan Rubadeau

What's the Plan, Man?: Planning a Scheme of Work.

Jeremy Slogoski

Practicum: Microteaching for Non-Native-Speaking Instructors.

Minako Yogi

Reconstruction of a Teacher-Training Program in

Japan.

Lawrence Zhang

Critical Reading Pedagogy: Experiencing Sociocultural Life in Teacher Professional Development.

Under-resourced Environments

Ed Klein

Decisions and Directions in Text Adaptation for ESL/EFL Reading.

Video

Larry Crist & Youngbok Kang

Enhancing Communicative and Cognitive Skills Using Sightless-Listening/Silent-Viewing.

David Weaver

Using DVD Movies for Integrated Language Skills Instruction.

Writing

Abdollah Baradaran & Shadab Jabbarpoor

Impact of Risk Taking via Group Work on EFL Writing.

Kristofer Bayne & Frederick Fearn

Adapting Reaction Papers for Training in EAP Writing.

Elisabeth Kramer

Write Back: Fast Feedback to Create Authentic Context.

Carlton Lancaster

Organization and Coherence: A Text-Analysis Approach to Composition Instruction.

Hui-Ling Lang

The Effect of a Genre-Based Approach to English Writing in Taiwan.

Other Relevant Issues of ESL / EFL

Negah Allahyar & Soheila Garshasbi

Teachers' Perspective on Teaching Grammar.

Negah Allahyar

Using L1 in CLT.

Steve Ferguson

Stand and Deliver: Making Effective Presentations in English.

Jung-Eun Lee

An Analysis of Task Types in Korean Middle School English Textbooks?

Jessica Magnusson

The Ever-Changing Nature of the English Language.

Paul Rowe

Korean Student Tiredness: Leaping Tigers or Exhausted Kittens?

Malika Prasai Tripathi

Korea's National Curriculum: Form and Function - How Communicative Is It?

2005 Conference Schedule

Saturday, October 15th

8:00 - All Day	Registration
9:00 - 9:50	Regular Presentations: Concurrent Sessions
10:00 - 10:50	Regular Presentations: Concurrent Sessions
11:00 - 11:30	Opening Ceremony
11:30 - 12:20	Plenary Speaker: Amy B.M. Tsui
12:30 - 1:30	Lunch and Publishers' & Organizations' Exhibits
1:30 - 2:00	Regular Presentations: Concurrent Sessions
2:00 - 2:50	Featured Speakers: <i>Mario Rinvoluceri -- Susan Stempleski -- Ana Lado -- Gordon Lewis</i>
3:00 - 3:50	Regular Presentations: Concurrent Sessions
4:00 - 4:50	Regular Presentations: Concurrent Sessions
5:00 - 5:50	Regular Presentations: Concurrent Sessions
6:00 - 6:50	Plenary Speaker: JoAnn (Jodi) Crandall
7:00	Dinner Reception

Sunday, October 16th

8:00 - 3:00	Registration
9:00 - 9:50	Regular Presentations: Concurrent Sessions
10:00 - 10:50	Regular Presentations: Concurrent Sessions
11:00 - 11:50	Plenary Speaker: Brock Brady
12:00 - 1:00	Lunch and Publishers' & Organizations' Exhibits
1:00 - 1:50	Featured Speakers: <i>Steven Molinsky -- Jean Brewster -- Clyde Fowle -- David Hall</i>
2:00 - 2:50	Regular Presentations: Concurrent Sessions
3:00 - 3:50	Regular Presentations: Concurrent Sessions
4:00 - 4:50	KOTESOL Annual Business Meeting & Raffle
	2005 National Council Elections Sat. & Sun.



Getting to the Conference Site by Subway

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

Line 4 Sookmyung Women's University Subway Station

Line 1 Namyeong Subway Station

Line 6 Hyochang Park Subway Station

Consult the map above for the location of the subway stations relative to the Sookmyung campus.

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

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

Conference Competition

Bring in New Members - Win a Notebook Computer!

Coming to the International Conference?
Are you a current KOTESOL member?

Planning to tell a few people about us?
Want to win a prize?

If your answer is "yes," then this competition is for you!!

For the first time in the history of the Korea TESOL International Conference, we are rewarding our dedicated members with a free prize draw if they bring two or more non-KOTESOL members to the conference!

Entering couldn't be easier. Just follow these simple steps:

1. Be a member of at least one year.
2. Find two or more people who have never been a Korea TESOL member.
3. Tell these people about our Conference .
4. Get these people to come to our Conference and join as members.*
5. Come to the Conference, have your status verified and register for the competition!

Not only do you have the opportunity to win a notebook computer, we also have other fabulous prizes that you may win! These prizes** are:

First Prize:	Notebook Computer (1 prize)
Second Prize:	Two-year Korea TESOL Membership (5 prizes)**
Third Prize:	Free Conference Admission (10 prizes)****

Present members! We are not just giving you ONE chance to win, chances can accumulate! If you bring in two new members, you get one chance to win; bring in four, and you get two chances! The more you bring, the more chances you get!

Hang on, there is more! We are also rewarding the newly recruited members who are part of this competition! Each of these new members are eligible for one of our third prizes - Free Conference Admission - and have a chance of getting their International Conference registration fee refunded!

What are you waiting for? Spread the word on our fantastic Conference and give yourself a chance to win a FREE notebook computer and/or a two-year membership and/or free conference admission!

*They can either become a member with pre-registration or with onsite registration.

**Additional prizes may be added.

*** The free two-year Korea TESOL membership begins with current membership expiry date.

****Your Conference Admission fee will be refunded at the end of the Conference.

For further information and competition terms and conditions, visit our website.

URL: http://www.kotesol.org/conference/2005/home/conference_promotion.html

Input & Comprehension

You take a deep breath and say, "Good morning, everyone. How was your weekend?" One meek student's voice emerges from the sea of hesitant eyes and responds - obviously meaning that she had been bored: "I was boring all weekend."

You smile. Should you correct her mistake? Should you take time from your well-prepared lesson plan to discuss the difference between *bored* and *boring*? Or, should you overlook the error and be thankful that at least one student understood the question and felt courageous enough to respond? Good teaching depends upon these moment-to-moment decisions.

This issue, Training Notes aims to prepare you for these moment-to-moment decisions by exploring the topic of input and considering ways to facilitate student comprehension of spoken language. We begin by distinguishing the terms *exposure*, *input*, *intake*, and *uptake* to clarify issues raised in the literature and help you navigate the field's discussions of these topics. Then, we turn our attention to several input processing techniques.

Making Sense of Terminology

According to Gass (1977), "The concept of input is perhaps the single most important concept of second language acquisition" (p. 1). Defined by VanPatten (2002), *input* is language with some kind of communicative intent that is heard or read by learners. Some theorists distinguish between *input* and *exposure*, referring to all available target language in the communicative situation as *exposure*, while using *input* to denote only the subset comprehended by the learner. But not all input actually enters the student's mind - or language processing center(s). Some is neglected while other parts are acted upon by the learner - that is, noticed, attended to, or recognized. Chaudron (1988) considers this subset of the input to be *intake*. Intake ultimately drives the language acquisition process.

Good teaching depends upon moment-to-moment decisions.

Uptake, on the other hand, has been used in the literature in a number of different ways. First, it has been used interchangeably with *intake*, contributing to confusion and imprecision in the field. Second, it has been used to refer to what students self-report to have learned. Third, *uptake* has been used to categorize student responses and repairs after error feedback. Due to the ambiguity of the term, we avoid it here.

Gass (1997) offers a model of second language acquisition where the enhancement of input, by modification and negotiation, facilitates comprehension and eventually leads to intake. This intake fuels a process of hypothesis formation and testing which feeds the integration stage, which helps learners advance their target-language proficiency. The bottom line in this model is that input is a necessary condition for acquisition. Output may also have utility, but there is disagreement about whether or not it is necessary.

Training Notes

By Douglas Margolis

Input Modification

One implication of Gass's model is that teachers should aim to increase *intake* via input enhancement, an area of great interest to a number of researchers. Gass recommends that attempts to make input more salient can help students notice and attend to it, but also warns that directing student attention is not enough; students must do something with the input.

At any rate, input modification and simplification has been the object of a number of studies. Chaudron (1988) suggests that not all input simplification strategies are equal. Two types of simplification - using less specific vocabulary and more basic grammar, for instance - have been found to make texts more, not less, difficult, perhaps because meaning becomes more general and abstract. Whereas elaboration strategies, adding explanation and redundancy to the text to clarify meaning, has been found to aid comprehension. One reason that authentic materials may seem more effective might be the tendency to elaborate rather than simplify.

Modifying spoken language may also take the form of slower speech or exaggerated pronunciation. Rather than these strategies, however, students may be better assisted by adding more frequent and longer pauses, which give students more processing time.

Focusing on Form

Input modification can aid comprehension, offering students more processing time for attention to form. But students need to comprehend meaning before they can attend to form, according to VanPatten (2002), suggesting that teachers face a triple challenge. First, we must ensure that learners comprehend meaning. Second, we must find ways to enhance form to make it salient to learners. Third, we must motivate them to attend to and notice the form features of the input,

without ruining the communicative context.

One way to face this conundrum is to use material that is familiar to students and topics or issues for which students possess a degree of background knowledge. For this reason, L2 input about Korea and Korean culture may be more worthwhile than texts about English culture when language development is the objective. Moreover, scaffolding - pictures, charts, graphs, etc. - also serves as important input enhancement by facilitating meaning comprehension. Another technique is repetition.

Repeating a song or radio broadcast, for example, might feel like a waste of time, but if done appropriately, it can greatly add to student intake. One worthwhile technique, contrary to the way I was taught, would be to provide the input with subtitles or other meaning aids first, and then repeat the text with only the target language. Given that the students would already understand the meaning, the second and third repetitions can increase student focus on form, especially if students are given different listening tasks to maintain interest and motivation, such as listening for a particular form, detail, or main idea.

Further, according to Chaudron (1988), sensitizing students to rhetorical forms and patterns can aid input processing. He suggests that students particularly have trouble distinguishing main ideas from details and examples, and therefore, recommends that teachers guide students to recognize elaborations, paraphrases, and different rhetorical levels.

Enhancing written texts to highlight particular forms is simple; for example, one could **boldface** a particular

item to make it more salient. For spoken texts, however, teachers need to develop equivalent highlighting techniques, such as specifying the target form before listening to the input, writing the key form on the board, or pausing the input right before or after the key point.

Another technique that can help draw student attention to form is *shadowing* - quietly mimicking the speaker. *Spoken Mirror*, a game where partners try to verbally reflect each other, also leads to noticing form.

An important language-learning benefit of the classroom, according to Gass (1997), is the teacher's power to direct attention. But remember, students must comprehend meaning in order to have processing space for attending to form. Beware, too much attention to form, may become focus on formS, and invoke your students to say they feel boring.

The Author

Douglas Margolis is currently teaching and studying at the University of Hawaii. His interests are task-based language learning, error treatment, and language testing. Email: margolis@hawaii.edu.

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'Round & About KOTESOL

June 2005. Sheilagh Hagens, (Gwangju-Jeonnang Chapter, Member-at-Large) hangs her shingle on the wall after completing her Masters of Education in TESOL from Brock University in St. Catharines, Ontario, Canada. Her thesis is on the attitudes of Korean English teachers towards Konglish and a proper awareness of Konglish by learners and teachers alike. Congratulations to Sheilagh!

July 4. Dr. Robert Snell (Busan-Gyeongnam Chapter) and his wife Jeong A embarked on the journey into parenthood with the birth of their daughter, Elizabeth Maru. We hope that Robert's new concern with domestic affairs will not dampen his interest and involvement in global issues.

July 8. David D. I. Kim (National 2nd Vice-President) adds his name to the ever-growing list of KOTESOL lifetime members. David's contribution has already been lengthy and it seems destined to continue for many years to come.

July 25. Dr. Yeon-seong Park (Gwangju-Jeonnang Chapter, Advisor) published "W.H. Auden" (Chonnam University Press). The book on the English poet was coauthored with Daesoon Bom and is written in Korean.

July - Aug. Adriane Moser (Gwangju-Jeonnang Chapter) returned from North Carolina, USA, for her annual pilgrimage to Korea's summer conferences. She was busy giving presentations on metaphor in storybooks for second language learning at both the KATE International Conference and the KNU - Daegu-Gyeongbuk KOTESOL Conference and attended still others.

Aug. 17. Dr. Joo-Kyung Park (Research Comm. Chair, Former National President) smiles as she has removed the annual worry of remembering to renew her membership dues when expiry date rolls around. The secret: lifetime membership! Dr. Park has devoted many years of service to KOTESOL already (since 1993) and is sure to devote many more.

[Compiled by David E. Shaffer]

t is for “teaching English”

You are probably wondering about my enigmatic ① in the title. Well, if you haven't seen it before, it is the British Council's logo on their website, teaching English, which you can find at <http://www.teachingenglish.org.uk>. The BBC and the British Council co-produce this website. Its mission is to function as a public forum for teachers who want to exchange views, as a resource for teaching ideas, and as an archive. Although the site targets non-native English teachers in a secondary context, I am confident the material you find will be of value to all English teachers.

What makes this site worth spotlighting? One word - content. What kind of content? The kind that solves common problems for practicing classroom teachers. ① is arranged into four sections: Think, Talk, Try, and Downloads.


Think. This section provides constructive ideas on a variety of topics. The last time I checked, there were 58 articles listed under Methodology, 8 for Pronunciation, 6 for Literature, 20 for Resources, 6 for Speaking, 6 for Listening, 7 for Reading, 15 for Vocabulary, and 9 for Writing. Most of the articles provide suggestions, tips, and solutions to problems you are probably experiencing in class.

Talk. This is the forum for exchanging ideas and opinions. Here you can read comments, or write your own. I found interesting messages from teachers the world over. The links are extensive, although UK-centric, and the Q/A area is growing. If you have a

question about grammar, pronunciation, methodology, classroom management, vocabulary, resources, developing skills, or simply being a teacher, this is where you post your query.

Try. Lesson plans and more tips can be found here. There are 9 categories of activities that are short classroom fillers. PDFs can be conveniently printed up and taken to class.

The lessons also frequently note a specified level or age group.

Downloads. Ready-made multiple-choice quizzes are available here for a variety of topics. Just print the PDF files. For me, I found the Books and Notes section to be invaluable. Feel free to download informative books including the Language Assistant Manual (which even has a companion website <http://www.britishcouncil.org/languageassistant>), Creative Ways (teaching creative writing), and Action Plan for Teachers (lesson planning and activities). And finally, there are MP3 files to download and listen to. These are recordings from the radio program, Innovations in Teaching. Hopefully more audio files will be added in the future to make it even more enjoyable to go to. Check it out soon. 

Web Wheres

By Jake Kimball

Daejeon-Chungnam Chapter
KOTESOL Young Learner Special Interest Group

Young Learner & Teen Symposium

Korea Nazarene University, Cheonan
Saturday, November 26, 2005
1:00 pm - 5:00 pm

Registration Fee: Members: 5,000 won, Non-members: 10,000 won
Followed by a Thanksgiving dinner provided by
Korea Nazarene International English Church

Chatting Online: A Project-Based Activity

By Jack Large

There are many opportunities for CALL principles to be applied with Korean students. The best ones are the simplest to put into practice. For that, one should look closely at existing student behaviours. Projects based on activities that already engage their attention have a better chance of making the kind of impression that leads most quickly to language acquisition. One first needs to know, therefore, what students are doing on the computer already; the most readily available, if thoroughly unscientific, answer seems to be “playing games.”

Most of us have played games on the computer, and those who have know that it is far more satisfying to play against humans than to match our skills against the machine itself. So it can be stated fairly definitively that the greatest amount of time spent by students on the computer is spent playing games online against other students, presumably, or at least other persons with a clear amount of shared interest. It is strongly apparent that chatting runs a close second to game playing, and a certain amount of chatting in combination with games is very popular.

There are seemingly as many chat applets as there are portals operating them, but most have in common the ability to easily save a transcript of one’s chat session. One most commonly used is MS Messenger, in which the transcript is saved in Rich Text format (*.rtf) and opened in MS Word. Printing the file after saving it to hard or floppy drive is a simple matter. This brings us to the question “What goes into the file that we can, with justification, claim is truly lending itself to the development of English language skills?” Here is the assignment I recently gave to a class of university juniors.

Homework Assignment

1. Find a chat partner in another country.
2. Save and print at least two pages of the conversation “thread” from your chat.
3. Hand it in by (month, day).

Some topics to chat about with your partner:

- a. Places of interest in their country.
- b. Restaurants and ethnic food dishes.
- c. Their national flag and other national or cultural symbols.

Encourage your chat mate to question you about Korea. Answer the questions with as much accuracy, brevity, and clarity as you can. These are the “ABCs” of communication.

Finally, I provided a list of questions to make the task easier, knowing that, once they got into it, a session

would quickly take off in directions of its own: Tell me about your country. What city are you from? My major is tourism. Are there tourism places near your home? Tell me about the food. Etc. Here are some excerpts from several of the transcripts collected, minimally edited, and user names replaced with S (student) and P (partner).

CALL

“Rock-and-Roll” (S) and “C’est-la-vie”(P)
S: My name is Jiwon and I’m a korean. Do you know Korea?
P: of corse~because one of my friend work in korea~nice to meet you.
S: Really~? Nice to meet you~and where are you living now?
P: you know paris?
S: Sure, it’s one of most famous city in the world~and I’ve been there.
P: thanks, I love the city

“Yeomgakin” (S) and “udyjones” (P)
S: where are u from?
P: Nigeria. You?
S: oh....korea. What time is it in nig?
P: 4:10 p.m., and urs?
S: hm....8 hours differences.
S: I wanna chat about ur country, in fact, chat with foreign is my homework.
P: what do u want to know about my country?
S: I’m not good at English now...so...
P: u are not good at English now? but u use English to speak with me. what kind of English r u talking about?
S: thanks ^.^

The transcripts revealed a feature common to all. It was clear evidence that students forgot they were doing homework after a couple of exchanges. By the end of their session, what they had dreaded turned out interesting and fun, and their homework was finished! Many noted the intention to do it again. That’s my kind of homework!

**Membership Applications
Online**

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A Quick Survey on Teaching Korean Culture

Effective EFL teachers in Korea have a challenging and all-inclusive task. First, there is the need to prepare students to pass their comprehensive exams. There is also the need to keep abreast of the swinging currents in language teaching practices. Important within these tasks is fostering intercultural competence that truly globalized Koreans require once the formal exams are over. But where in today's curricula is guidance on teaching the cultural aspects of the English language? A few ambitious teachers manage to squeeze in a couple of fun, appealing lessons about American culture, but is this sufficient? Min Hee Kang, in *Teaching Culture* (Moran, p. 201), says it is not. She feels English teachers in Korea should more actively promote the exchange of ideas with people from a wider variety of cultures, not just one or two.

How well can you explain Korean culture in English?

One easy way to begin promoting greater cultural awareness and language development in our English classes is to begin with the culture at hand, by featuring Korean culture in our English lessons. In doing so, we should find meaningful ways to introduce key vocabulary and expressions that enable our students to describe and explain their own Korean culture competently in English. Helping them do this confidently is a skill which many language teaching professionals support. Valdes, in *Culture Bound* (1998, p. vii), advocates helping students become more aware of their own cultural identity. Similarly, McKay (2002, p. 90) contends that an important aspect of promoting intercultural awareness "is to help students learn more about their own culture." Thus, featuring Korean content in English language lessons not only satisfies our job of teaching meaningful grammar, vocabulary, and expressions, but also plays a vital role in motivating students to develop communicative competence by sharing information about their culture with other speakers of English.

However, building the linguistic knowledge and communicative skills to fully explain Korean culture in English is not as straightforward as it seems. In this environment, Korean culture surrounds the EFL learner, but trustworthy sources can be tricky to find and utilize effectively. Many EFL textbooks by reputable publishers offer excellent language models and activities. Books such as *Identity* for university students by Oxford University Press (2003) and the *World Kids* series by Kyohaksa (2003) are good examples, but such books tend to avoid culturally specific content in order to reach pan-Asian consumer groups. Surfing the Internet in English for information

about Korea is one option, but there are risks of encountering upsetting ethnocentric reports or, worse, unnatural and sometimes unintelligible translations from the original Korean. However, using popular commercial guidebooks marketed for the more culturally sensitive travelers to Korea is, arguably, one of the better alternatives.

Culture Corner

By Melanie van den Hoven

Armed with the right travel book, attentive EFL teachers can be encouraged to take their first solid steps well-equipped with a book containing descriptive and user-friendly explanations of Korean culture, ranging from the meaning of the Korean flag to the best route to Ulleungdo - all in real English. One guidebook can take you on a dozen real trips or faux language excursions in class. The key is finding a resource you like for its range of Korean topics and suitability of its vocabulary. From there, matching the content to the level of proficiency and cognitive abilities of the target students is the next move. For many, however, this task of designing educational activities and supplementary materials is not a simple second step. Materials development does involve a stitch of creativity and a stretch of motivation as well as a certain commitment of time and effort.

Below is a simple culture quiz that takes just minutes to complete and can be easily adapted for any class. It has been designed to help EFL teachers in Korea become more aware of the various words and phrases that are commonly used to describe aspects of Korean culture, such as its recent history, political issues, and popular beliefs. These are topics that our students will need for real-life interactions with people from other cultures who have come to Korea. In addition, our students will benefit from this competency when traveling overseas.

The questions featured in this quiz were adapted from a popular guidebook for Korea and designed to stimulate higher-order thinking skills as well as vocabulary development. Feel free to complete it yourself in order to help gauge your own readiness to teach Korean culture in English. Then perhaps use it to design your own student quiz. Good luck!

Are You Ready to Teach Korean Culture in English?

Answer the following questions to find out.

Politics

1. What is a *jaebol* in English?
2. Korea's government is democratic and is based on the separation of power among three branches. What are the three branches called?
3. Korea has many grievances with Japan. Describe three of them.
4. Where is North and South Korea divided?

History

5. During WWII an estimated 200,000 women were used as sex slaves by the Japanese military. What are these women called?
6. When did the American Protestants arrive in Korea?
7. When they say that Korea is a "rags to riches" story, what does this mean?
8. What is the name in English for the woman who is arguably the "real power" during King Gojong's reign?

Popular Beliefs

9. What are the Five Relationships in Confucianism?
10. The Buddhist religious symbol, unfortunately, resembles another notorious symbol. What is this?
11. What are the 12 signs in the Korean zodiac?
12. What is one big difference between the Eastern and Western systems of astrology?

How Well Did You Do?

10-12 - Excellent. Are you a Korean culture buff who is ready to teach politics, history and popular beliefs - in English? Go for it! If you would like to keep updated on the latest news topics and social issues, buy a daily English newspaper for your subway reading. Ask for the *Korea Times*, the *Korean Herald* or the *International Herald Tribune* at your local subway kiosk.

6-10 - Satisfactory. You seem willing and able but are, perhaps, in need of something fun to read to help get you inspired. Go to a bookstore and ask for *Korea Unmasked* (Rhie, 2002). Another option is the *Lonely Planet's Korea* (Robinson, 2004). With a little reading you will be teaching Korean content in no time. (See References below.)

0-5 - Hmm. Are you new to Korea, working too many overtime hours, or, perhaps, a little preoccupied with teaching grammar? Why not make your first step a vacation to a historical spot in Korea? One English language service to help you plan your trip is the Korea National Tourism Organization. Check out its English website at <http://english.tour2korea.com!>

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The Author

Melanie van den Hoven holds an MA in TESOL from the School for International Training, USA. She is currently Lead Instructor of International Communication for EFL Teachers in the SMU TESOL Certificate Program, where this quiz was originally used. Email: vandenhoven@rockmail.com

Answer Key

Politics: 1) A huge, family-run conglomerate. 2) Executive, legislative, and judicial. 3) The Sea of Japan, Sea of Korea, East Sea name issue; the sovereignty of "Dokdo" or "Takeshima"; the 1910-1945 occupation; the comfort women issue regarding the lack of an acceptable apology or financial compensation; forced labor in Japan during WWII; and whitewashed history textbooks. 4) In the proximity of the 38th parallel.

History: 5) Comfort women. 6) In the 1880s. 7) Korea was poor after the Korean War, but now it has a standard of living that rivals some nations of Western Europe. 8) Queen Min.

Culture: 9) (a) Ruler-subject, (b) father-son, (c) husband-wife, (d) old-young, (e) between friends. 10) The swastika. 11) Rat, ox/cow, tiger, rabbit, dragon, snake, horse, goat, monkey, rooster, dog, pig. 12) The Western system has 12 signs based on the month in which one is born, not the year.

Navigating the Whiteboard Jungle

By Aaron Jolly

When I first began teaching large middle school classes, I had problems. How could I navigate through the personally uncharted jungle of students' expectations, fatigue and boredom, cultural differences, and excessive Korean speaking - a tricky course made all the more difficult by my wanting to reach every single student. How could I overcome these difficulties and motivate my students to actively participate?

Keeping Up With Appearances

In our small private middle school, my class is different from any other. I am the only non-Korean teacher, and I draw comparisons to superstar footballer David Beckham. Other "foreign" secondary English teachers I have spoken to share similar experiences of being compared to Western pop-icons. Put simply, there is a buzz about being foreign that many NEST teachers commonly experience. There is an expectation, then, that expatriate teachers live up to the star billing in some way.

For me, one solution is to be dynamic. This may sound obvious, but do you actually know the popular websites your students visit, the singers they listen to, the names of the computer games they are addicted to, the nicknames they give each other, or who their favorite stars are? Knowing the answers to some of these questions can help you prepare stimulating middle school lesson plans.

The Carrot (Rice Snack) or the Stick?

Since there is no literal stick in my class, I put a lot of thought into the carrot and came up with *bbongtwiggi*, the cheap, full moon-shaped, puffed rice snacks the size of a paper plate, that you can buy from street vendors. *Bbongtwiggi* is so crunchy and "delicious" that 99.9% of my kids absolutely love it. When I bring bags of this into class to give out on prize day, there is a buzz of light-hearted excitement.

Another solution is to bring the atmosphere of game-play to the classroom. The class selects six captains who divide the class into six groups/teams, with each consisting of five or six students. After six weeks, I reward the top three or four highest scoring teams with bags of *bbongtwiggi*. This nominal out-of-pocket expense is a small price to pay for the resulting motivation and game show style atmosphere it stimulates. I give out points or play-money in every class, which is added to a running score total for each team. Rewards are also given for active classroom participation and English speaking.

No matter what the lesson plan is - from listening comprehension activities remodeled as quiz games, to

card games that encourage spoken interaction, to role plays of functional dialogues, to plain old-fashioned grammar study - I award points or play money throughout the class. It helps me to get the students to focus on *me* when I want them to, but *more* importantly to focus on actively completing activities in English, not Korean.

Young Learners

Edited by Jake Kimball

Sample Lesson: Coma Recovery Kit

Focus: The conditional *would*.

This is my adaptation of a sample lesson idea from Nolasco and Arthur (1987). Students imagine what they would like (or not like) to see, taste, touch, hear, or smell to stimulate their senses and aid their recovery from a coma. Students then ask their team members the questions "If you were in a coma, what would you like to taste?" "What would you like to smell?" and so on to complete their survey forms. During this time, I reward the teams with bonus points if they are not cheating on the survey and are actually asking questions in English. The exercise usually takes about 25 minutes. Later, I use the answered survey sheets to make a game. One team stays seated while one representative from the other teams stands up to try to guess "Who Am I?" from the seated team. It sometimes goes like this: "If this person was in a coma, they would like to smell Yeong-seop's dirty socks, eat pizza, touch a needle, and see Kart Rider images. Who is it?" The listening team representative who first calls out their team's name or squeezes a buzzer gets to answer; if correct they earn 10,000 points for their team.

The Author



Aaron Jolly, Daejeon Chapter President, teaches at Dongseong Middle School in Cheonan. For a longer version of this article and more fun activities adapted for Korean middle school teachers, go to the new Lesson Plan section of the Daejeon-Chungnam Chapter website at www.kotesol.com/daejeon or contact him at jollyaaron7@yahoo.com.au

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Relative Clauses: Practice Techniques THAT Students Like

Relative clauses - you might not know the name, but you've definitely seen them. They are in sentences like these:

1. A pilot is a person **WHO flies airplanes.**
2. Is he the guy **THAT you use to date?**
3. She told me her name, **WHICH I promptly forgot.**

Relative clauses are extremely tricky to learn and can be even trickier to teach. Grammar gurus Celce-Murcia and Larsen-Freeman (1999, p. 571) warn in *The Grammar Book*, "You'll need to know a great deal about relative clauses as a teacher of ESL/EFL." They weren't kidding. We need to know how to explain relative clauses to grammar-savvy students. And, since relative clauses tend to be boring to learn, we need a stock of interesting practice activities. Flying in the face of tradition, we are going to start here with some practice techniques. In a later article, we will work on the explanation part using answers provided by you, the readers.

Grammar Auction

Focus: Error correction at the sentence level.

The aim is to buy as many correct sentences as you can. Students work in groups of 3 or 4. Each group gets 50,000 won to start. On the board or using PowerPoint, show the sentences with relative clauses. Reveal one sentence at a time. Some of the sentences are correct, others are not. Give the groups some time (less than 15 seconds) to decide if they want to buy the sentence or not. Start the bidding at 1,000 won and go up in increments of 1,000. Stop the bidding at a pre-determined amount. The teacher keeps track of the money used and lost (in buying incorrect sentences) and sentences won. The winners are the group with the most correct sentences.

Sentence Grid

Focus: Sentence formation; meaning of sentences.

How many logical sentences or questions can you make?

		who	I	saw
The	man	Where	is	sitting
friend	She	is	there	over
bought	my	the	person	love
you	that	book	that	I

Put a few sentences with relative clauses into a grid on a handout. Students have to re-create the sentences. The rule is that you cannot jump over squares; you have to connect adjacent squares. You can move vertically, horizontally, diagonally, forward, or backward, but you must move to an adjacent square. Give points for the longest sentence. Otherwise, count every word and make a word total from all the

sentences students can make. To check the meaning of the sentences, get students to draw pictures, summarize the long sentences using shorter ones, or create a short skit with their sentences. As a follow-up, have students work in pairs to create their own grids to share with classmates.

Grammar Glamour

By Ksan Rubadeau

Give Me the Details

Focus: Form, meaning, and use of non-defining relative clauses in discourse.

Penny Ur's *Grammar Practice Activities* (1988, p. 268ff) has great ideas for relative clause practice. Here's an adaptation of one of them:

Take a short reading passage and re-copy it with a comma and space after some of the nouns. For example: *Once upon a time, there was a princess called Snow White, _____ . She lived in a castle, _____ , with her father, _____ .*

In pairs, the students fill in the blanks with relative clauses. (e.g., "called Snow White, who had black hair"). Encourage creativity, and check that they are non-defining.

Conclusion

All three of these activities can be adapted to just about any level, using sentences right out of the students' textbook, if you wish. However, only the last one focuses on grammar in discourse. When choosing your practice activities, do make sure that at some point students will have opportunities to notice the use of relative clauses in reading and listening passages. Getting students to read extensively is one of the best methods to see grammar in discourse.

In preparation for our next discussion, here is your question:

Why can we say sentence 1 but not sentence 2?

1. She told me her name, which I promptly forgot.
2. *She told me her name, that I promptly forgot.

The Author



Ksan Rubadeau (MA Applied Linguistics) is an in-service teacher trainer at the Gyeonggi-do Institute for Foreign Language Education. She leads modules on supplementing textbooks, public speaking, and pedagogical grammar. She is also the Treasurer for the Seoul Chapter of KOTESOL. Email: zoeksan@yahoo.com.

Stephen Bew: Making a Difference

Our spotlight this issue shines - but by request, not too brightly - upon one of our Seoul Chapter members: Stephen Bew. Stephen came to Korea in 2003 as a teacher-trainer and became a KOTESOL member the same year. His first contact with KOTESOL, he recalls, was seeing four “professional-looking people in suits” intermittently visiting his workplace and speaking with his bosses. It turned out that they were the chair and other members of that year’s Conference Committee securing the site and making sundry arrangements for Korea TESOL 2003 at Seoul Education Training Institute. Being the inquisitive person that he is, Stephen looked into what they were doing, found out that they were also recruiting for the Conference Committee, and decided to get involved. That year, he was On-site Registration Coordinator - a position that for anyone who has held it provides cherishing memories of the most hectic and most demanding Saturday morning of their lives.

Having admirably survived this initiation to Korea TESOL and its conference, Stephen moved up to Registration Chair in 2004 and was the leading player in converting on-site paper-and-pencil registration to electronic registration. He also crafted the online pre-registration forms that are now in use. This year again, Stephen is back as Conference Registration Chair, but this time around, he is concurrently wearing the hat of KOTESOL Database Manager, one of the most demanding yet thankless jobs within our organization. Stephen took over the position at a time when the database was in dire need of updating and upkeep. He has almost single-handedly transformed that disturbingly deteriorating databank into the decidedly dependable database that we have today. Many hours of tedious work and many sleepless nights have gone into the updating effort.



Stephen grew up in the Home Counties of England, situated to the east and south of London. When young, he started an interest that he practiced throughout his secondary school years: church bell ringing or “change ringing,” the art of ringing a set of tuned bells in a series of mathematical patterns. His bell-ringing days came to an end when it was time to go off to college. Stephen studied biochemistry at Oxford University’s St. Peter’s College. While at university, he became involved in the Korean foreign student network, through which he made many friends and got to know

their families. It was this association that led him to Korea after graduation to study Korean at Yonsei University for nearly a year.

After Stephen’s language study at Yonsei, monetary concerns attracted him to Japan, where he taught in two countryside middle schools for three years as

part of the JET (Japan Exchange and Teaching) Program. After a fulfilling experience there, he returned to Korea for two years of teaching language skills courses to secondary school teachers at the Seoul Education Training Institute. This year he has joined the General English Program at Sookmyung Women’s University, where he teaches productive skills courses and public speaking skills. Stephen relates that through teaching he likes to help people and promote intercultural understanding in a grass-roots sort of way. “I enjoy the direct people-contact of teaching,” he continues. “Every place I have worked has been quite different in positive ways, taught me different things on a personal level, and kept me alive as a teacher.”

To keep himself “alive” on a professional level, Stephen has recently completed a Certificate in Advanced TESOL Methodology from Leicester University. It was the second language acquisition portion of the program that interested him most. Since completing his certificate studies, he has been heavily involved in curriculum development for his program at Sookmyung. A constant in his teaching and materials development is to get the students involved in a fun, friendly, and non-threatening way. What he would love to do is see how his students view their lessons.

“I enjoy the direct people-contact of teaching.”

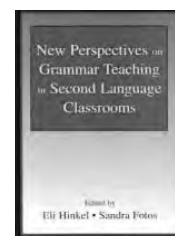
Stephen views KOTESOL from a database manager’s viewpoint. Although he has done much to upgrade database functions, he is working on still more improvements. Soon to go into service is a totally online membership application/renewal system which will send data automatically to chapters to make membership information more readily and widely available.

Stephen’s immediate plans are to continue teaching here in Korea. When asked why, his reply: “I feel like I am making a difference.”



New Perspectives on Grammar Teaching in Second Language Classrooms

Edited by Eli Hinkel & Sandra Fotos
Mahwah, NJ: Lawrence Erlbaum Associates, 2002
Pp. viii + 272 (ISBN 0 8058 3955-0)



By Douglas P. Margolis

The fact that learners don't always learn what teachers teach has been pointed out by many writers, who further suggest that there is an unalterable natural order to language acquisition. These conclusions have led some to argue that structural syllabi and "focus-on-forms" methodology is contrary to how learners learn and the nature of language itself. Moreover, the popularity of communicative language teaching (CLT), task-based language learning (TBLL), and the lexical approach (LA) pushed grammar-focused methods out of fashion.

On the other hand, observations from Canadian immersion experiments suggest that input alone is not sufficient and that some form-focused instruction is necessary to help students avoid fossilized errors. In fact, Korean students sometimes worry that instruction without grammar focus may contribute to their "mis-learning." Many teachers also worry that teaching language without attention to grammar may be dodging our duty. Such fears have inspired a new renaissance for grammar instruction.

Comprehensive Treatment of the Topic

An introductory chapter written by Hinkel and Fotos reviews the primary theoretical perspectives that have guided grammar instruction, including structural, functional, and cognitive approaches, as well as discussing contributions from universal grammar, communicative language teaching, the focus-on-form movement, and interaction approaches.

Learners don't always learn what teachers teach.

The remainder of the book is divided into three major parts. The first offers perspectives on the role of grammar in language teaching (including chapters by Rod Ellis, Michael McCarthy, Ronald Carter, and Martha Pennington) that account for the latest research regarding limitations of grammar teaching while identifying a principled position for grammar-focused instruction. The second part (including chapters by Diane Larsen-Freeman, Marianne Celce-Murcia, Sandra Fotos, Rod Ellis, and Eli Hinkel) explores practical issues and specific techniques for incorporating grammar instruction in the language

learning classroom. Then, in part three, the editors offer two research articles regarding specific grammar-related problems, one by Peter Master and the second by Eli Hinkel.

Grammar for Noticing, Not for Accuracy

Interestingly, in the second chapter, Rod Ellis acknowledges anti-grammar instruction arguments and articulates a fairly radical pro-grammar perspective. The article is radical because Ellis advocates for grammar instruction to be delayed until intermediate level at the very least. He also argues that grammar instruction should not be targeting accurate use of the L2. Rather, he writes that grammar instruction should only aim for consciousness raising and making students aware of the proper forms - for later noticing when receiving input. Thus, to him, grammar instruction should serve to make forms salient to learners, which will eventually lead students to acquire them.

Ellis also maintains that grammar should not be taught in the language learning classroom, but in a separate course that is offered in parallel to language skills courses. The grammar course should appease students' linguistic curiosity and noticing needs while not aiming for accurate production.

Strengths and Weaknesses

The book collects perspectives from topnotch thinkers in the field, giving readers worthwhile viewpoints, reasonable theories, and practical ideas for classroom application. However, a pro-grammar bias gives the book an imbalance. Moreover, the final two essays are a great attempt to include original research reports, but their limited focus suggests that this section was tacked on as an afterthought. This section is a good idea. A sampling of research in this area including grammar issues related to both spoken and written language could reveal the research methodologies and approaches to inquiry in this area. Thus, if expanded for comprehensive coverage of the topic, it would be helpful.

Nevertheless, the book is an important contribution to the field and will help readers identify effective techniques for teaching grammar within a principled approach.

Acronyms, Initialisms, and Abbreviations

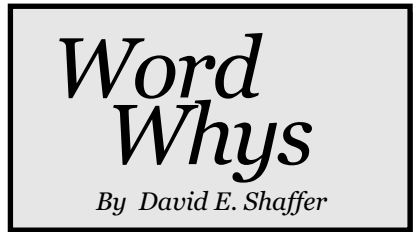
People have a penchant for taking the easy way out. This is true of using language as much as of anything else. It has formally been set out in linguistics as the principle of efficiency: The referring expression used must not contain more information than is necessary for the task at hand (Dale, 1989). This, of course, gives us shortened utterances and pronouns of all kinds, but it also gives us abbreviations, acronyms, and initialisms. We all know what an abbreviation is - a word shortened by removing some of the letters but still pronounced as the original word, and having a period at the end (except in British English style where even the periods are often omitted), e.g., *Apt.* for *apartment*, *Co.* for *company*, and *Mtns.* for *mountains*. And we all know that a contraction is different from an abbreviation in that a contraction is a word that is formed by combining two words to reflect their contracted pronunciation as one word, often written with an apostrophe to indicate missing letters, e.g., *don't* from *do not*, *we'll* from *we will*, and *let's* from *let us*.

But how do acronyms and initialisms differ from abbreviations, and how do they differ from each other? Acronyms and initialisms are both special categories of abbreviations, not of single words but of groups of words, often denoting a proper noun or a commonly used phrase. Initialisms combine the first letter of each of the words, or each of the important words, of an expression, and each of the letters is pronounced individually. An example of an ELT-related initialism is *ELT* (pronounced E-L-T) which stands for *English Language Teaching*. Others are *TPR* (Total Physical Response), *SLA* (Second Language Acquisition), *ESL* and *EFL* (English as a Second/Foreign Language).

Acronyms are also specialized abbreviations, but unlike initialisms, they are pronounced like a word. Accordingly, *TESOL* (Teachers of English to Speakers of Other Languages) is an acronym because it is pronounced as a two-syllable word (i.e., "tee-sol"). Such an acronym is called a *letter acronym* because it is made up of the initial letters of words in the expression. Other ELT-related letter acronyms include *TESL* and *TEFL* (Teaching English as a Second/Foreign Language), *TOEFL* and *TOEIC*, *CALL* (Computer-Assisted Language Learning), *NEST* (Native English-Speaking Teacher), and *CELTA* (Certificate in English Language Teaching to Adults). Within our own organization you can join a *SIG* (Special Interest Group) and read *TEC* (*The English Connection*).

Another type of acronym is the *syllable acronym*, composed of the initial syllables of words in an expression. Within Korea TESOL, a number of these

are used. They include *ConComm* (Conference Committee), *TechComm* (Technologies Committee), and *DataMan* (Database Manager). Still another type of acronym is a combination of the above two types, a *letter-syllable combo acronym*. The quickest example to come to mind is, of course, the acronym for our organization: *K O T E S O L* (Korea Teachers of English to Speakers of Other Languages).




Several additional combinations exist to make the world of acronyms even more interesting. We can find *acronym-initialism duals*, those abbreviations sometimes pronounced as acronyms and sometimes pronounced as initialisms, e.g., *FAQ* (F-A-Q or "fack") and *asap* (A-S-A-P or ay-sap). And there are *acronym-initialism combos*, abbreviations that are a mixtures of acronyms and initialisms, e.g., *JPEG* (JAY-peg) and many of our *SIGs*: *R-SIG* (R-sig), *YL-SIG* (Y-L-sig), *GI-SIG*, and *CT-SIG*. [R, YL, GI, and CT stand for *Research, Young Learners, Global Issues, and Christian Teachers*, respectively.] Some abbreviations start out their lives as acronyms and undergo assimilation into common nouns, among them, nouns as common as: *scuba* (Self-Contained Underwater Breathing Apparatus) and *laser* (Light Amplification by Stimulated Emission of Radiation).

The English world is full of acronyms and initialisms, often less technically lumped together and all referred to as *acronyms*. You can find many more ELT-related ones at: <http://iteslj.org/acronyms.html>. A list of more than a thousand of the most commonly used acronyms can be found at: <http://www.astro.umd.edu/~marshall/abbrev.html>. If this is not enough for you, you can go to Acronyma, <http://www.acronyma.com/>, which bills itself as "the largest database of acronyms and abbreviations on the web" and includes a database of 438,149 English entries. Or try out the AcronymFinder, <http://www.acronyma.com/>, which searches over 2,427,000 acronyms and abbreviations. You may need it to decipher this closing initialism:

TAFN. BBS.

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Writing Homework That Works

By Jack Large

At my age, a good writing homework assignment is one that I can remember without reference to my notes. Its best feature, aside from a fundamental simplicity, is that it interests the students who must perform it. It must also be impossible to plagiarize. Something of the experience of completing it should also remain indelibly in the students' minds. Finally, it should be impossible to get it all wrong if the basic requirements are met. If a genuine effort is made to accurately complete the assignment, the result must be regarded as acceptable (and graded accordingly), even when the English is imperfect. Best for this is an authentic, unique, first-time experience in which the writers can recognize themselves.

This project was tailored for 2nd- and 3rd-year travel business majors within easy travel of Seoul, but it could work as a general writing assignment in other contexts. The Korean National Tourism Organization produces a slick, free English-language guidebook. In it is a list of all the international consular offices in Seoul. Each of 40 students had to approach a consular office and try to interview a representative of a specific country. The final task was to write a thorough description of the steps taken, what they encountered in the process, and the most interesting facts they learned about their subject country as a result of their efforts.

Some groundwork was necessary to prepare the students. A discussion of the kinds of things that make Korea a tourist destination helped students to formulate a list of questions to ask about a country's prominent features. Questions were evaluated for

Why do so many writing teachers correct every grammar mistake?

grammar and word choice. After a week of research, the students practiced by interviewing each other and role-playing the country representative. Three features of the assignment helped to subvert Internet plagiarism and made the task more challenging and more interesting. Three items: a photo of the student at the entrance of the consulate, an audio recording of the interview, and print items provided to visitors had to accompany the submitted reports.

Support and preparation for the students to complete the assignment served a number of key objectives. The first was to make the assignment relevant to the

students' interests, i.e., it was about their field. Related to relevance, it set clear use-based parameters for vocabulary expansion: terms of description, place, nation and nationality, geography, climate, currency and cost, etc. A key component of vocabulary to include was that of reported speech. I used a task sheet to illustrate this and to familiarize the students with the process of selecting alternate forms for *speak* (e.g., say, state, report, suggest, add, mention) and ask (e.g., request, beg, inquire, question, query, and invite) in an effort to defeat redundancy.

Writing Right

To illustrate precise, descriptive method, an interim exercise completed in one class session was the description of the national flag of each student's respective country. This helped to orient somewhat the use of prepositions and terms of placement on a field, as well as shapes and colors, and to the extent that they were aware of it, elements of symbolism in the flag design. Several students, on their own initiative, went on to complete the additional exercise of describing their own flag, *taegukki*.

The resulting reports were the best possible evidence that the assignment was a success. Part of the evidence was the surprising number of positive comments about the experience at the end of the individual reports. The best part of the experience, from my perspective, was the clear shift in student reaction from the all-too-familiar "It is too difficult!" to "I think this is very fun and interesting." A brief survey at the beginning of the process revealed that less than one-tenth of the class had traveled outside Korea, and so, had no experience of the sort that always precedes it, namely, communicating and interacting with real people. I concluded that this project had as much as it could have of the elements that I have cited as required for success from the perspective of both the student and the instructor.

The Author

Jack Large is a member of the KOTESOL Writing and Editing Special Interest Group. For more information, see <http://groups.msn.com/KOTESOLwesig>. Jack is also GI-SIG Facilitator and has most recently served as Seoul Chapter Vice-President.

Global Issues Special Interest Group: Disaster Relief Report

By Jack Large

KOTESOL members have responded to the call for cash contributions to the Disaster Relief Fund project in inspiring fashion. There have been four distinct “events” of giving. The initial one was a Seoul Chapter meeting. Soon after, the National Council decided to match up to one million won in funds for aid. The second event was the springtime Daegu Chapter meeting where I spoke in support of raising humanitarian consciousness and appealed for contributions. The third event was the Jeonju Regional Conference where, the call to give was again generously answered. The final and most satisfying experience (thanks in great part to Lynn Gregory’s splendid assertiveness) was at the end of the general meeting wrapping up the Seoul SIG Day event. A passing of the hat yielded the largest single day’s harvest of donations yet, and put the total of funds collected over the limit for the KOTESOL match.

After weeks became months of chatting and reading news, surfing user groups, googling, and querying potential informants, I saw that it was unnecessary to

Aceh was where benefits could be considerably magnified.

look beyond Aceh, at the western tip of the Malay Archipelago, on the Indonesian island of Sumatra. It was the nearest point of land to the epicenter of the great quake that produced the killer tsunami. A survey of press reports from the months immediately following the first shock (two more big earthquakes have come there since) served to reinforce the sense that Aceh was a place where the benefits imparted by a comparative small financial contribution, if coupled with an effort to interact on personal, professional, and civic levels with its recipients, could be considerably magnified.

Adam Ellick, a journalist who sharply described tsunami effects in the Jakarta Post (this and other documents relevant to this report can be read by joining the GI-SIG forum and downloading from “files”) responded to my request for Aceh informants and contacts with the name of Noor Huda Ismail, an Acehese journalist with whom he had worked on the Aceh story. Huda responded immediately with the name of Dr. Abdul Muhaimin Husein Muhaimin introduced me first to Rosnidasari (Sari), a lecturer at the Ar Raniry Islamic Institute in Banda Aceh, and an

extraordinarily dependable partner. Working with Sari, I have now laid the groundwork for a program of support and assistance to Acehese educators, which promises to fix the name KOTESOL in their minds well past the point when the fund initially established has been exhausted.

Today, Sari waits patiently for me to honor my pledge, made in the name of KOTESOL, to send a sum of money that will verify her credibility to her colleagues and contacts, and to accomplish the following:

Tsunami Report

- Establish and solidify her personal position in her community as principle agent for the KOTESOL relief project in Aceh.
- Organize and conduct an IT workshop in the Banda Aceh Internet Cafe, for English teachers and grad students, as an initial step toward forming a professional association.
- Give direct cash as emergency support to individual teachers with proven need, as encouragement to assist with the network development that necessarily precedes the formation of an association of professionals.
- Interact with other agencies and individuals working to repair the long-term prospects for recovery of vital community assets lost or severely damaged by the tsunami.
- Support specific activities in areas outside Banda, specifically in Meulaboh, so damaged that the most basic services such as latrines and water supplies are still in the early stage of replacement.

Other items on my shopping list for the teachers and youngsters of Aceh are games like Scrabble, Pictionary, card games, and other time-passing items that will help them to endure an existence relatively devoid of diversion in the tent camps that will continue to be the home for many for some time to come.

One goal I intend to pursue is that of organizing Aceh TESOL. I am certain that, by combining assistance coming from the spirit of Korea TESOL with the community network developing among the teachers of Aceh who have been touched by that spirit, an organization for the professional support and growth of its members can be brought into play.



Examining the Issues: The KNU-KOTESOL Conference

By Amy Kroesche

English language teachers in Korea face many challenges in our globalizing classrooms. Assessment, the use of technology, second language acquisition, and motivating learners are just a few of issues we face. On July 2, the first KNU-KOTESOL Conference, *Globalization and Foreign Language Education*, was held in Daegu at Kyungpook National University, giving English teaching professionals a chance to examine some of these issues up close through plenary addresses, informal workshops, English language teaching materials, and networking.

Dr. Suzie Oh, L.A. Unified School District Principal, kicked off the day-long conference by talking about ways teachers can actively bring culture into the ESL/EFL classroom. Her presentation was followed by a plenary from Dr. Stephen Wechsler, a professor from the University of Texas at Austin. Dr. Wechsler addressed the issue of linguistics in English language teaching. Both plenary addresses were well attended and the audience participated in each session through questions and responses to the speakers.

After a delicious Korean lunch provided free to conference-goers, participants had a chance to network with other English teachers and browse booths set up by major publishers of English teaching materials. Concurrent sessions were held in the afternoon. The sessions were divided into four interest groups, including Testing and Evaluation, EFL Teaching Approaches, Primary and Secondary Learners, and

Second Language Acquisition. Conference participants had chances to attend and actively participate in smaller sessions geared toward specific learning needs. Sessions included such topics as games for motivating young learners, assessment using classroom-based portfolios, psycholinguistics, content-based courses, and many more. Our thanks go to all the session leaders who contributed to the success of the conference and who helped to give new ideas and recharge conference participants with older ones.

The conference ended with a final plenary address given by Dr. John Regan of Springfield College (Mass., USA), who introduced the new TOEFL iBT (Internet-Based Testing) test. Participants were then invited to a reception held afterwards. We hope that if you attended the conference that you were challenged and renewed by your experience. If you didn't have the chance to attend this conference, we hope to hold one again next year. And don't forget that the annual International Conference is coming up in October! We hope to see you there. Thank you to everyone who helped to make this conference possible - the organizers, the speakers, numerous volunteers, and especially our hosts, Kyungpook National University and KOTESOL!

The Author

Amy Kroesche has been teaching at Geochang High School in Gyeongsangnam-do and serving as Daegu-Gyeongbuk Chapter Secretary. She has just returned to the United States to pursue graduate studies.

Daejeon-Chungnam & Cheongju Chapters' TEFL Symposium

"Enhancing Communicative Practice in ELT"

Followed by Social Dinner

Saturday, September 24, 2-6 pm

Woosong Language Institute, Woosong University,
Daejeon

For updated information:

<http://www.kotesol.org/daejeon/>



KOTESOL In Action

Edited by Jason Renshaw

Special Interest Groups

CALL SIG

The CALL Special Interest Group is comprised of teachers interested in exploring the use of computer-assisted language learning. If you have an interest in CALL, feel free to join us. We have an on-line discussion group that may interest members. At the upcoming International Conference, there will be a large number of CALL-related presentations and workshops, which indicates that there is strong interest in CALL. In this issue of TEC, member Jack Large has volunteered to write the first article for a new CALL column. Other volunteers are also needed to contribute their teaching tips and ideas in future articles.

Christian Teachers SIG

By Heidi Vande Voort Nam

Over the summer, members of the CT-SIG have continued to exchange ideas through the discussion board (http://ca.groups.yahoo.com/group/KOTESOL_CT_SIG). Drawing on inspiration from the Seoul SIG Day conference, several ideas have emerged to help develop our SIG. These ideas include publishing an electronic newsletter, creating a directory of English churches and congregations in Korea, and holding informal local meetings. Other recent posts on the discussion list address research on Mission English and Bible-based language teaching, Christian perspectives on content-based teaching, the G8 Summit, and Christian educational institutions. Participants in the CT-SIG also use the board to share prayer requests and encouragement for one another.

English for the Deaf SIG

No news at this time. For details of upcoming events, contact Marilyn Plumlee, Facilitator: mariplum@hotmail.com.

Global Issues SIG

By Jack Large

For a full report on the state of the Tsunami Disaster Relief Fund, refer to Jack Large's article in this issue. The Global Issues Special Interest Group also has a very active website, <http://www.kotesol.org/globalissues/>, where messages are posted daily. Contact Facilitator Jack Large for further information:

gisig@jacklarge.net.

Research SIG

By David Kim

The Research SIG has plans for two more workshops this year. These presentation-workshops will offer the neophyte, as well as more seasoned veterans, an opportunity to interact with fellow researchers in our field, and possibly pick up some useful research tips along the way. The presentations will cover two research areas, Statistics in Research (e.g., using SPSS), and Publishing Research Findings, with workshops which will provide a practical hands-on interactive forum to design personal/group research projects, as well as instruction and practice in developing research instruments and using computer applications (e.g., SPSS).

The first workshop, "Conducting Statistical Analysis Using the Statistical Program SPSS," will be a six-hour event on a Saturday and provide practical hands-on experience in using SPSS. Topics that will be covered are data coding, data inputting, and data transformation, along with reading and interpreting analysis output. Also, some basic statistical analyses will be examined: Descriptive Statistics, t-tests, and correlations. If workshop participants bring their data to the workshop, and time permits, discussions and practical guidance for analyzing their data will be provided. This workshop will be limited to 10 participants, so that personal attention can be provided to those learning to use the SPSS statistical program. Seating will be on a "first-come, first-served" reservation basis. If you are interested in this workshop, please contact the Research SIG Facilitator, David D. I. Kim at kdi.kim@utoronto.ca. More information about R-SIG presentations and workshops can be found at <http://www.kotesol.org/rsig>

Teacher Education and Development SIG

By Kevin Landry

As summer approached, our community discussed ideas for rekindling the fires of professional development. Dave Berry wrote in asking for ideas for enrolling in teacher training courses as a refresher. Potential areas for self-improvement included clearly explaining things to students, building rapport, and classroom management. Attending conferences or chapter workshops was suggested. Another good idea was doing a CELTA course in another country, as the CELTA is run in numerous places around the world, including the British Council in Seoul. Keith Robinson gave us <http://www.cambridgeesol.org/teaching/celta.htm> for more information.

Adam Turner advised taking an online TESOL course; explaining that online courses could be more interactive than you might expect, but cautioned that if

you are looking for a practical course for certification then you should go with a more traditional course. Reading TESOL teacher training books and drawing up lesson plans and trying them out were also considered. For practicing teachers, self-study was recommended by Bruce Veldhuisen, such as enrolling in the PELT TESOL course, which uses a DVD and textbooks with input from Nunan, Richards, and Thornbury to liven up your teaching. Melanie van den Hoven mentioned the SMU-TESOL certificate course at Sookmyung University because it has credits transferable to a dozen MA TESOL programs at American and international universities.

Writing & Editing SIG

By Adam Turner

No news at this time. For details of upcoming events, contact Adam Turner, Facilitator: adamturner7@gmail.com.

Young Learners SIG

By Jason Renshaw

The YL-SIG group page (<http://groups.yahoo.com/group/KOTESOL-YL-SIG/>) has had a recent boost with many new members and a lot more active discussion. Most recently, our group got to chatting about extensive and voluntary reading programs in YL contexts, and we benefited from some comments and research findings presented by a special guest, none other than Professor Steven Krashen himself!

Given the moderate success of a 'themed' discussion on our Yahoo Groups page, I am busily organizing a new expert to come on board and share some pearls of wisdom with us. Gordon Lewis, a committee member for the IATEFL YL-SIG and a seasoned veteran of YLE teaching in both European and North American contexts, has generously agreed to lead a discussion on the use of the Internet with young language learners. If you are familiar with the OUP Resource Books for Teachers series, you may have seen Gordon's popular resource book on that very topic: *The Internet and Young Learners*.

Preparations are continuing at a positive and productive pace for our YL Symposium in conjunction with Daejeon-Chungnam Chapter on November 26th. More information will be posted on our Groups page in the near future, and for the moment, we are looking forward to hearing from people interested in presenting on topics at the event. Please contact YL-SIG Facilitator Jason Renshaw at englishraven2003@yahoo.com.au.

KOTESOL Teacher Training

By Peter Nelson

KOTESOL Teacher Training (KTT) has grown in 2005, both in activities and number of available speakers. We

gave presentations in Pusan, Daejeon, Cheonan, and at SIG Day in Seoul. Also, Tony Joo (Daejeon Chapter) and Ksan Rubadeau (Seoul Chapter) have recently offered their time and services, respectively volunteering for presentations on pronunciation/intonation and unit planning/professional staff development. This raises our core to seven speakers, which will undoubtedly grow. We also anticipate outreach activities, including talks at regional teacher-training seminars and in government-sponsored programs.

Although seeking a replacement, I would like to remain within KTT. In this regard, I would like to thank all our members for their superb professional skills and willingness to present, and those KOTESOL meetings and activities that invited us to participate.

KOTESOL Chapters

Busan-Gyeongnam Chapter

By Craig Lutzer

The Busan Chapter returned from summer hiatus for our August meeting where Aaron Jolly presented "Games That Can Be Used in the Classroom." This was a useful, instructive, and hands-on workshop. We are looking for more presenters. Contact Jerry Foley at foley_jerry@yahoo.com to make arrangements. We meet the last Saturday of each month. All members and potential members are urged to come out and join us at a chapter meeting. We gather at Dongseo University. Visit our website, <http://www.kotesol.org/busan/>, for updated information and directions to our meetings

Cheongju Chapter

By Eva Szakall

We are very excited about having our website updated, thanks to Jean Paquette, our new Webmaster. Our next meeting is scheduled for September 30th at 3:00 pm in the Korean Foreign Language Institute, 5th floor. We are always looking for volunteers to help out with any of our regular meetings, and we are always looking for people interested in sharing their teaching experience with us. If you would like to help out, make a presentation at our meetings, or if you have any comments, please contact the executive committee at cheongjukotesol@yahoo.com.

Daegu-Gyeongbuk Chapter

By Fred Stark

Constructive tips for teaching and learning, laughs, free paperbacks, and chances to win a free drawing for a dictionary or board game: These are just some of the basic goods on offer at the monthly workshops of the Daegu-Gyeongbuk Chapter of KOTESOL. Here are a few specifics about what we experienced in the late spring and early summer.

In June, Tory Thorkelson of Hanyang University and the Seoul Chapter of KOTESOL treated us to an interesting presentation called “Konglish in the Classroom: The Teacher’s Back Door.” As both the presentation and comments from participants showed, perceptions of Konglish (Koreanized English) among teachers and learners seem to vary depending on a number of factors, perhaps the most important being one’s degree of familiarity with Konglish terms and phrases.” Tory deftly explained how teachers in Korea could take advantage of learners’ familiarity with Konglish in lessons on English vocabulary as well as in lessons on the use of English in local and international contexts.

July 2 was a special day for the Daegu-Gyeongbuk Chapter. Instead of holding our regular summer meeting, we hosted for the first time, along with the Language Institute and the Department of English Education of Kyungpook National University, an all-day conference with three invited speakers from the United States as well as 16 presenters from around Korea. Thanks to all volunteers, presenters, speakers, and attendees for helping to make the event a success. (You can read more about how the day transpired in this issue’s report on the conference.)

We invite you to join us this fall for another series of friendly and informative gatherings. We meet on the first Saturday of each month, from 3:00 to 5:30, at Kyungpook National University. Please visit our webpage <http://www.kotesol.org/daegu/> for more information about our chapter and workshops. See you soon!

Daejeon-Chungnam Chapter

By Aaron Jolly

Our September 24th meeting is actually a chapter symposium to be held at Woosong Language Institute of Woosong University in Daejeon. The theme is Enhancing Communicative Practice in ELT, and presentations will run from 2 pm to 5 pm. Speakers’ presentations will cover a diverse range of areas of interest to university, school, academy EFL teachers, and graduate students.

Attendees at our chapter’s events over the past 12 months can attest to the warmth of our hospitality and to the special atmosphere created at our events. If you are a new chapter member, this is the time to join us! Stay tuned to the chapter website for more details. The chapter website will be updated to include some new sections, including an area showcasing lesson plans of members’ profiles. If you have any suggestions or would like to have one of your own lesson plans or your profile added, please let us know.

Apart from our other regular chapter workshop at W.L.I in Daejeon on November 5th, we have one big event planned this semester. On Saturday November 26th we will be co-hosting a symposium with the

Young Learner’s Special Interest Group. This is an event dedicated to young learner and teenager issues and will be held at Korea Nazarene University in Cheonan City. This should be a peach of a day. Not only do we have quality presenters and internationally renowned keynote speakers scheduled, but after it is finished, we will be sharing in the hospitality of the Korea Nazarene International Church’s outstanding Thanksgiving Feast. It’s free to people who reserve their seat for dinner. People who came last year were raving about the meal for weeks afterward. Keep in touch when the time comes.

Gangwon Chapter

Gangwon Chapter meets the first Saturday of the month at the Sokcho Office of Education. The summer has been uneventful, with many members enjoying vacation. We are currently reorganizing chapter efforts and planning an exciting fall schedule. For an update on chapter events write to Chris Grayson, Chapter President, at chrisgrayson_99@yahoo.com or visit our website <http://www.kotesol.org/gangwon/>.

Gwangju-Jeonnam Chapter

By Maria Lisak

Gwangju-Jeonnam Chapter now has more monthly meetings! Special thanks go to our Chapter Executive and Gwangju International Center for their dedication and donation of time and space to bring more KOTESOL workshops to the Gwangju-Jeonnam community. Meetings are the 2nd Saturday of the month at 2:30 pm at Gwangju International Center in downtown Gwangju. Coming this fall, we have a superb line-up of presentations, including topics like “Group Dynamics and Team-building in the Classroom” by Tommy Che Vorst, and several Collaborative Partner Events at the GIC. We are also planning several outreach events within the region. Mark your calendar for the North Jeolla Drama Festival and sign up a troupe of budding thespians.

In member news, we are proud to announce a new Member Spotlight series. The first interview by Roxanne Silvanuik has been posted on our website and features Adriane Moser, an International Member. Congratulations to Sheilagh Hagens on receiving her Masters of Education in TESOL from Brock University. This summer our busy members shared their expertise at various conferences around Korea including Adriane Moser, Sean Coutts, David Shaffer, and Scott Jackson. We also said goodbye to Jon Goranson, a vital member who has accepted a new teaching position in Seoul. However, we also welcome new member Tyrone Marsh and extend an invitation to all 47 new JLP teachers.

Join us for professional development workshops. Gwangju-Jeonnam Chapter can help you as you acclimatize to working and living in Korea. Our chapter is made up of Koreans and non-Koreans working in

language schools, public schools, and universities. You are not alone in adjusting to your new responsibilities and your new home. Many of our native-English-speaking members have been in Korea for many years and offer a helping hand by mentoring new arrivals. Our Korean members can help you understand the culture more quickly, reducing your stress from culture shock. Let us help you succeed in your classroom and in enjoying your new environment.

North Jeolla Chapter

By Allison Bill

After a summer break, we are excited to be starting up again! Our meetings this fall are September 10th, November 12th, and December 3rd. Meetings will be held at Jeonju University's English Cafe in the student building. We are exploring the possibility of a more central meeting location and will announce any changes on our website. Our September presenters are Chris Surridge, who will speak on "Listening Practice and CALL." We will also be hearing from Kim Eun-mee, a local high school teacher. Our November meeting will include Aaron Jolly, Daejeon Chapter President. In December, we will be learning simple steps for doing classroom research.

Our special events coordinator, Nick Zeigler, is preparing for this fall's Drama Festival, November 3rd. Start practicing! For more information, please contact him at northjeolla@yahoo.com or 063-220-2673. For more chapter information, please visit <http://www.kotesol.org/north-jeolla/>

Seoul Chapter

By Tory Thorkelson

After the heat of summer and a month off in July, we began regular meetings on August 20th with two presentations on "Resourcing the EFL Classroom" which focused on useful Internet sites and other materials that can be copied and/or adapted for the Korean English classroom setting.


Upon receiving new and very stylish membership cards in the mail, our executive is busily wracking our collective brains about how best to put them to good use. One obvious idea is to approach the English bookstores enquiring about possible teacher discounts. Although we have not talked to any of the larger bookstores yet, the newly renovated What The Book store in Itaewon has agreed to keep a stack of our newsletters where teachers can see them, so that is a step in the right direction for us publicity-wise. What the Book also offers a generous 10% discount for KOTESOL members. Bring your new membership card to obtain the discount!

As many of you may have noticed, our website is quite out of date. We have someone in mind to take over in late August or early September so please bear with us. Better yet, if you would like to join our web team, newsletter committee, or assist any other of our executive by helping out, please let us know. I wish you all the best as the new term begins and hope to see you at our next meeting!

Suwon-Gyeonggi Chapter

By Chang-Sook Kim

Our chapter is steadily growing. No doubt, this is due in part to the fun and practical workshops we have had recently. Earlier in the summer, Fred Stark, a Daegu member, visited us to talk about media materials, including newspapers, magazines, advertisements, television, cinema, and the Internet. We learned how media like these convey loads of information that can be used to create rich and entertaining supplementary materials for teaching EFL.

We are also pleased to announce our 5th Suwon-Gyeonggi Conference, to be held Saturday November 19th from 2:00-6:00 pm at the University of Suwon. The theme for the afternoon is *Commitment to Diversity in EFL English Education* and will feature 12 presentations. All members and non-members are encouraged to attend this event. 

Have you been to a

Chapter Meeting?

Busan-Gyeongnam * Cheongju * Gangwon
Daegu-Gyeongbuk * Daejeon-Chungnam
Gwangju-Jeonnam * North Jeolla
Seoul * Suwon-Gyeonggi

<http://www.kotesol.org/chapters.shtml>

Join a

Special Interest Group

Research * Young Learners * CALL
Writing and Editing * Christian Teachers
Teacher Education & Development
English for the Deaf * Global Issues

<http://www.kotesol.org/sigs.shtml>

Who's Where in KOTESOL

Compiled by David E. Shaffer

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



2005 National Election Candidates

First Vice-President

Ascends to President the following year and Immediate Past President two years later; supervises local chapters; assists the President in a variety of duties; represents KOTESOL in an official capacity.



Dr. Marilyn Plumlee: Hankuk University of Foreign Studies; Seoul Chapter Member; English for the Deaf SIG Facilitator; Conference Committee: Guest Services Chair.

Secretary

Records minutes of National Executive Council meetings; reads, acts on, and replies to incoming KOTESOL email and other official Executive Council communications.



Kevin Parent: Gongju National University of Education; Daejeon Chapter Member; National Membership Chair (2003-04); Daejeon-Chungnam Chapter President (2001-03).

Second Vice-President

Heads the National Program Committee, which plan and develops programs; manages Special Interest Groups (SIGs) and KOTESOL Teacher Trainers (KTT).



Jake Kimball: ILE Academy; Daegu Chapter Member; Nominations & Elections Committee Chair; *The English Connection*: Editor-in-Chief; *KOTESOL Proceedings*: Senior Editor.

Conference Committee Co-chair

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



Allison Bill: Jeonju National University; North Jeolla Chapter Member; North Jeolla Chapter President; Conference Committee: Registration Co-chair.

Treasurer

Maintains, collects, and makes reports on KOTESOL funds; executes banking transactions, budgetary planning, and record keeping; keeps an up-to-date membership list.



Dr. David E. Shaffer: Chosun University; Gwangju Chapter Member; National and Conference Committee Treasurer; *KOTESOL Proceedings*: Supervising Editor; *Korea TESOL Journal*: Editor and Board Member; *The English Connection*: Associate Editor.

Nominations and Elections Committee Chair

Submits a full slate of candidates for the annual election; conducts a fair election; visits local chapters scouting perspective candidates.



Kevin Landry: Hongik University, Jochiwon Campus; Seoul Chapter Member; National Secretary 2002-03; Teacher Education and Development Special Interest Group: Interim Facilitator.

Vote !!

Online: October 1-10 (www.kotesol.org/elections/vote2005) **or**
On-site at the International Conference: October 15 - 16 (11 am-4 pm)

International Calendar

Compiled by Jake Kimball

Conferences

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

Sep 23-25 '05. The Third International Conference on Formal Linguistics and the Second Yuelu Workshop on Language Acquisition. Institute of Cognitive Science, Hunan University, Changsha, China. (Email) ningchunyan@lingchina.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, Vladivostock, Russia. (Email) Stephen Ryan: 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, (Web) <http://conferences.jalt.org/2005/>

Oct 14-18 '05. China English Language Association 2005 Annual Conference: "Directions of China's English Education," Beijing, China. (Email) celea@fltrp.com, (Web) <http://www.elt-china.org>

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, (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) syaharom@uum.edu.my, (Web) <http://www.uum.edu.my/fkbn/tleia1>

Nov 18-20 '05. ACTFL's 39th Annual Meeting and Exposition: "2005-2015: Realizing Our Vision of Languages for All." Baltimore Convention Center and Hyatt Regency Baltimore, Baltimore, MD, USA. (Email) ACTFL@Laser-Registration.com, (Web) <http://www.actfl.org/>

Dec 1-3 '05. The Second Pacific Association for CALL Conference (PacCALL), "CALL Directions: New Identities and New Communities." Yunnan University, Kunming, Yunnan Province, China. (Email) prop2005@paccall.org. (Web) <http://www.paccall.org/>

Dec 6-8 '05. The 53rd TEFLIN International Conference: Multilingual Education in Indonesia: Issues and Concerns." Universitas Ahmad Dahlan, Yogyakarta, Indonesia. (Email) bambangwidip@yahoo.com, setyadis@malang.wasantara.net.id, (Web) www.uad.ac.id/teflin

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." Pappya University, Chiangmai, Thailand. (Email) Brad Baurain: bbaurain@elic.org

Feb 25-26 '06. The 2nd CamTESOL Conference: "Improving the Practice." Pannasastra University in Phnom Penh. (Email) info@camtesol.org, (Web) <http://www.camtesol.org/index.html>

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

Apr 8-12 '06. 40th International Annual IATEFL Conference, Harrogate, Yorkshire, UK. (Web) www.iatefl.org

Apr 22-23 '06. National Chung Cheng University, 2006 International Conference on English Instruction and Assessment, Chiayi, Taiwan. (Email) admada@ccu.edu.tw, (Web) <http://www.ccunix.ccu.edu.tw/~flcccu/>

Jun 17-20 '06. The American Association for Applied Linguistics (AAAL) and the Association Canadienne de Linguistique Appliquee/Canadian Association of Applied Linguistics (ACLA/CAAL) Joint Conference, Hotel Hyatt Montreal, Montreal, Quebec, Canada. (Email) aaal@primemanagement.net, (Web) <http://www.aaal.org/aaal2006/>

and Bill Snyder (snyder@tesl-ej.org).

Nov 30 '05 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


Calls for Papers

Oct 14 '05 for Feb 25-26 '05. The 2nd CamTESOL Conference: "Improving the Practice." Pannasastra University in Phnom Penh. (Email) info@camtesol.org (Web) <http://www.camtesol.org/index.html>

Dec 26 '05 for Apr 22-23 '06. National Chung Cheng University, 2006 International Conference on English Instruction and Assessment, Chiayi, Taiwan. (Email) admada@ccu.edu.tw, (Web) <http://www.ccunix.ccu.edu.tw/~flleccu/>

Submissions

Oct 15 '05. TESL-EJ Special Issue: "Doing Language Education Research in International Contexts." Proposals as 300- to 500-word abstracts should be sent to both Greta J. Gorsuch (gorsuch@tesl-ej.org)

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 

11th Annual North Jeolla KOTESOL Drama Festival

Come one, come all - to the Annual North Jeolla KOTESOL Drama Festival!
Enter your students in this entertaining event. All ages and levels of students are welcome.

Date: Saturday, November 5th, 2005

Place: Jeonju University

Time: 9 am - 12 noon & 1-5 pm

Prizes: First, second, and third place in each of the two divisions (Junior and Senior).

All participants will receive a certificate of participation.

Requirements: Each team will perform a 10-15 minute play of any type. Each team must be no larger than 8 members in the Senior Division (Middle School/High School and University Groups) and 10 members for the Junior Division (Kindergarten and Elementary Groups). We will accept 6 groups in each division.

Registration Fee: 35,000 won per team. **Deadline:** Thursday, October 27th.

Send all the above information to **Nick Ziegler** at northjeolla@yahoo.com **Registration is by email only.**

Telephone inquiries: **(063) 220-2673** (Nick)

2006 KOTESOL Research Grants

For the purpose of promoting research among our members, KOTESOL is offering two million won in research grants for 2006 as follows:

1. Two research grants of 500,000 won each for ELT research to be carried out in Korea by a KOTESOL member(s) employed or studying in Korea for the duration of the research. The research must be completed within one year and the results must be published in the Korea TESOL Journal or other comparable journal within one year of completion. [One grant per applicant.]
2. Five research grants of 200,000 won each for research to be presented as academic presentations at the 2006 KOTESOL International Conference, and then as published research papers based on these presentations, appearing in KOTESOL Proceedings 2006. [One grant per applicant.]

Please submit your research proposal (for No. 1 grants) or application (for No. 2 grants) to the Research Committee Chair via email. Proposals and applications will be reviewed individually and notification of results will be made within two weeks of receipt.

Research Proposal/Application

1. Name of Researcher:
2. Membership Number:
3. Affiliation:
4. Position/Status:
5. Email Address:
6. Postal Address:
7. Phone Numbers: Home: Work: Cell:
8. Research Area:
9. Title of Research:
10. List of 1) publications, 2) presentations, 3) other research-related work done in the past four years.
(For Major Research Proposal)
11. Research Proposal: A 500-word description of 1) the purpose, 2) method, 3) expected results and their pedagogical implications, and 4) a one-year research plan.
(For Presentation Research Application)
11. A 300-word abstract of the presentation contents to be presented at the Conference.

The KOTESOL Research Committee

proudly announces the

2005 Conference Grant Recipients

- 1) **Malika Prasai**, Chosun University
Korea's National Curriculum: Form and Function - How Communicative Is It?
- 2) **Bui Lan Chi**, Cantho University, Vietnam
Failure in an ESP Program: Why?
- 3) **Shahabaddin Behtray & Massoud Yaghoubi-Notash**
Islamic Azad University of Ardabil & The University of Tabriz
Length Constraint as Task Demand: Exploring L2 Oral Performance Variability
- 4) **Pisamai Supatranont**, Rajamangala University of Technology, Tak Campus, Thailand
Classroom Concordancing: Increasing Vocabulary Size for Academic Reading
- 5) **Young-Ju Lee**, Sookmyung Women's University
The Process-Oriented ESL Writing Assessment: Promises and Challenges

Grant Award: 200,000 won. Recipients' presentations are to be presented at the 2005 International Conference and papers of their presentations are to be published in *KOTESOL Proceedings 2005*.

www.KOTESOL.org

Updated Conference Information

Speaker Schedules

Plenary Speakers, Featured Speakers, Concurrent Sessions

Facilities: Venue floor plans

Maps and Directions: By subway, taxi, & on foot

Food Options: Off-campus restaurants

Nearby Accommodations: Hotels, motels, inns

New This Year!

KOTESOL Membership Cards

Have you received your new membership card and certificate?



Display Your Pride



Online Membership Application

Tired of faxing or emailing membership applications?

New membership application and
renewals can now be made online at:

<http://www.kotesol.org/forms/memberform/>

2005 Asia TEFL International Conference *TEFL for Asia: Unity within Diversity*

China Resources Hotel, Beijing, China
November 4-6, 2005

Three full days of presentations from around the world!
Plenaries by David Nunan, Donald Freeman, Bernard Spolsky,
Michael McCarthy, Claire Kramersch, Richard Day, & more.



<http://www.asiatefl.org/>

The Korea TESOL Journal

Information for Contributors

Editorial Policy

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

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

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

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

The *Korean TESOL Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *Journal* is an international journal, welcoming submissions from English language learning contexts around the world, particularly those focusing upon learners from northeast Asia.

The Korea Research Foundation has rated the *Korea TESOL Journal* as a "national-level" scholarly journal.

Submission Categories

The *Korea TESOL Journal* invites submissions in three categories:

I. Full-Length Articles. Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words, inclusive of references, notes, and tables.

II. Brief Reports and Summaries. The *Korea TESOL Journal* also invites short reports (less than 1,500 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced studies are appropriate for summarization.

III. Reviews. The *Journal* invites succinct, evaluative reviews of scholarly or professional books, or instructional-support resources (such as computer software, video- or audiotaped materials, and tests.) Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be 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

Submissions are being accepted 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.

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 TESL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *THE ENGLISH CONNECTION* publishes columns under the following banners: "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); "Global Contexts" (submissions should describe language teaching in countries other than Korea), and "Training Notes" (submissions should address one teaching issue and give relevant practical solutions).

Reviews of books and teaching materials should be 400-700 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.

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

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

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

www.kotesol.org
Email: kotesol@asia.com

KOTESOL Proceedings 2005 CALL FOR PAPERS

Extended to all KOTESOL 2005 Intn'l Conference Presenters

Submission Deadline: November 30, 2005

Email: 2005proceedings@gmail.com

Not to be confused with Extended Summaries for
Conference Program Guide (Ex. Sum. Deadline: Sept. 15)

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.

Apply Online: www.kotesol.org/forms/memberform

Constitution & Bylaws of Korea TESOL

Constitution

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

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

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

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

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

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

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

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

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

Bylaws

(Adopted Apr. 1993; Amended Mar. 1998, Oct. 2003, Oct. 2004.)

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

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

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

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

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

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

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

4. The Secretary shall keep minutes of the Annual Business Meeting and

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

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

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

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

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

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

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

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

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

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

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

5. There shall be a Nominations and Elections Committee responsible for submitting a complete slate of candidates for the respective positions of KOTESOL to be elected. The Chair of this Committee shall be elected by a majority vote of members. The Chair is responsible for appointing a Nominations and Elections Committee and for conducting the election. Voting procedures for executive positions must include online voting, which said online voting must be advised to all members at least four weeks prior to voting day.

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

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

3. All Chapter Officers must be current KOTESOL members.

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

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

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

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



The 13th Annual
KOTESOL
International
Conference

**FROM CONCEPT
TO CONTEXT:
TRENDS & CHALLENGES**

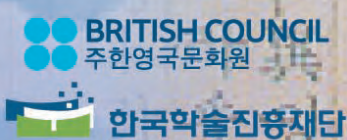
Oct. 15-16, 2005
Sookmyung Women's University
숙명여자대학교
Seoul, Korea

Invited Speakers

Amy B. M. Tsui
Mario Rinvolucri
Susan Stempleski
Steven Molinsky
Clyde Fowle

JoAnn (Jodi) Crandall
Brock Brady
Jean Brewster
Ana Lado
Gordon Lewis

David Hall



Korea Teachers of English to Speakers of Other Languages
www.kotesol.org