

The Newsletter of Korea Teachers of English to Speakers of Other Languages January 1999, Vol. 3 No. 1

Folk Music in the English Classroom: Follow the Calendar of Holidays for Interesting Variety

Leslie Miller

Music touches all of us in fundamental ways. It awakens interest, evokes emotion, and stimulates the imagination. Music stirs memories, it banishes boredom, and creates a winsome atmosphere in the classroom. Imagine how useful it can be for a class studying English.

Students who sing are involved in an enjoyable exercise in pronunciation, vocabulary, language structure and rhythm. Students singing folks songs are also connecting with cultural messages: hopes and frustrations, joys and sorrows, values of work and family. Teachers using American folk songs in the classroom can convey a sense of American culture, history and geography, along with teaching the English language.

-continued inside on page 6

Also in this issue

Action Research: What, How and Why... 12

Andy Curtis

Techniques: Liar, Liar, Pants on Fire...14

Edith J. Dandenault

Calls for Papers --

PAC2 ... 21-22

Pusan Conference ... 25

KOTESOL Journal Submissions ... 15



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

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The English The Connection

the Newsletter of Korea Teachers of English to Speakers of Other Languages

CONTENTS

January 1999
Volume Three
Issue One

Feature

Folk Music in the Classroom... **Cover and pages 6-9**

Leslie Miller

Articles

Action Research: What, How and Why... **12**

Andy Curtis

KOTESOL's Leadership Retreat... **23**

Michael Duffy

Columns

PRESIDENT'S MESSAGE; *What Was and What Will Be...* **5**

WHAT'S THE BUZZ?; Student-Centered Teaching... **10**

FAQs; *Boring Teachers, Part 2...* **11**

PAN-ASIA; *Asian Youth Forum...* **13**

TECHNIQUES; *Liar, Liar, Pants on Fire...* **14**

NAME THAT MEMBER! ... **19**

BOOK REVIEWS; *How to Teach English..*

Jeremy Harmer ... 20

What's Up (in KOTESOL)? (Chapter Reports)

Pusan, Cholla, Cheju, Chongju, Seoul, Taegu ... **16-17**

KTT... **18**

KOTESOL Journal Submission Guidelines ... **15**

PAC2 Call for Papers... **21-22**

Pusan Conference Call for Papers... **25**

For Your Information

CALENDAR... **28 29**

WHO'S WHERE IN KOTESOL... **30 - 31**

KOTESOL CONSTITUTION AND BYLAWS... **32**

MEMBERSHIP APPLICATION... **35**

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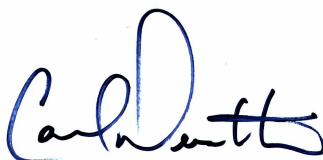
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What Was and What Will Be



President's
Message by
Carl Dusthimer

Ring out the old, bring in the new. As the saying goes, the new year is a time of renewal, a time to appreciate what we accomplished the previous year, a time to put behind us that which was unpleasant or sorrowful, and, most importantly, a time to look ahead to the opportunities that await us. This applies to organizations, I think, as well as to individuals.

Nineteen-ninety-eight was a year of significant development for Korea TESOL. It saw KTT grow from a fledgling idea into a mature, well-organized group of teacher trainers going flat out, giving workshops around the country. And the reaction from the participants has been extraordinary. Thank you Gavin and the KTT team. The English Connection (TEC) continued its steady course, bringing us news of happenings in the world of ELT from every corner of Korea, and many corners outside of Korea. Thank you Robert, Jay, the TEC team and all of the contributors. We saw the debut of the new Korea TESOL Journal, largely due to the efforts of a team that consisted of loyal KOTESOLers from both inside and outside Korea. Thank you Tom Farrell in Singapore, Greg Wilson in California, Robert in

Korea and contributors everywhere. In October, Korea TESOL continued its run of successful conferences, despite the dreaded IMF and a typhoon off the coast, with a great show at Kyunghee University in Seoul. Thank you Kirsten and the Conference Committee. We also have a PAC2 (2nd Pan Asian Conference) organizing team in place, working with our partners from around the globe, to ensure that the PAC2 Conference is truly an international event to remember. A great part about that is that we are all on the committee! Thank us all. As a show of appreciation, please put down this newsletter and clap three times. Not four times, of course, as that would not be culturally correct. Don't forget to pick it back up!

A time for putting behind us that which was not pleasant, that which was sorrowful. The economic downturn (read disaster) caused the flight of many KOTESOL members and leaders. Let us hope their next port of call affords them more amenable circumstances. Organizations, from time to time, suffer from communication breakdowns (a big mea culpa on this one), differences in work and organizational styles, and differences in individual learning curves. These can lead to, aside from mass confusion, missed deadlines, rush jobs, cold pizza and other organizational snafoos. - - It happens. We should learn from it and put it behind us. Done.

Finally, we have the opportunities of 1999 to look forward to. The opportunities are before us all to develop professionally and become involved in the ongoing projects we have begun. The opportunities to work with and learn from one another are there. Observing the way others accomplish tasks, seeing their work styles, their communication styles, their different styles of organizing offer the opportunity to incorporate what we see as effective into our own set of styles. Personally, as president, I have an incredible group of people to work with in the coming year, a group with pleasingly diverse cultural and professional backgrounds. And I have the opportunity to learn a great deal about the various, sometimes intricate, sometimes delicate, sometimes confounding, but always interesting aspects of what it takes to see an organization succeed. The dynamics of an organization, of a volunteer organization at that, are fascinating. To see a group of people as diverse as we are, work together to put on events which are inherently valuable, not to mention useful and impacting on not only the teachers who participate, but on their students as well, is very worthwhile and satisfying. Yes, I would say this is the Year of the Rabbit, or of Regional Conferences, KTT, and PAC2. It just depends on your perspective. I wish you all the best in 1999. Cheers!

-continued from front page

The teacher who wants to use music in class may also be confronted with the need to explain their methods and choices of lesson material, they may also wonder how to utilize and organize the music. For those who are facing these challenges, here are some answers and some organizing ideas.

Holidays are a fine organizing factor: they are celebrated for a variety of reasons, they provide diverse perspectives on American life, and they occur intermittently throughout the year, which piques interest and builds excitement. Keep a calendar of holidays close at hand, refer to it often to remind yourself of the dates approaching, and plan accordingly.

Music of most any kind is a useful educational strategy for mastering the diverse skills that comprise language learning. Folk music, in particular, adds dimensions of history and culture. It provides many opportunities for discussion and cultural awareness.

MUSIC IN THE CLASSROOM

Music and rhythm help with memorization. Isn't it easy to remember the alphabet song or B-I-N-G-O from your own childhood? Music and rhythm have also been suggested as effective techniques for vocabulary acquisition and phonological learning (Medina, 1990; Karimer, 1984). Do you remember, "*mori, okae, murup bal, murup bal*" as you learned Korean names for body parts. Or how about, "*by the sea, by the sea, by the beautiful sea*" to remember "*pada*" for "*sea*" (*bada sea...*).

They also naturally introduce pronunciation, grammatical structures and idiomatic expressions of the language. Even such simple things as nursery rhymes help language and speech development because of pitch awareness, dynamics, tempo and meter (McCarthy, 1985). Since they are often highly repetitive and melodically simple, action songs help to build good listening and speaking (or singing) skills which, in turn, aid clear and effective reading ability.

One variation of singing is choral reading. A chant, a poem or a song without music can be used. McCauley and

McCauley (1992) note four factors affecting children's language acquisition that are enhanced by choral reading: (1) a low-anxiety environment, (2) repeated practice, (3) comprehensible input, and (4) drama.

Music is attractive. Children, especially, sing while working or playing, but the prevalence of sea chanteys in the American Northeast and farmers songs of Korea show that this practice is not restricted to the young. It is likely that **Pop Goes the**

Folk music, in particular, adds dimensions of history and culture.

Weasel originated as a children's work song as they tended the looms and watched the "weasel" shuttle back and forth with a popping sound at the end of the cycle. Many other American folk songs come from the working world of adults, from the fields and factories, railroads and mining camps. **I've Been Working on the Railroad** is just one example.

Teenagers are attracted to music, as well. They spend a lot of time listening to popular music, either on TV or via personal cassette players, and it can play a significant role in helping them develop their individual identities. Capitalizing on this interest, Murphy (1987) has developed a number of music-related activities for an international sports and language camp in Switzerland. He includes the study of music appreciation, group and individual reports about musicians, and reports about the music industry.

When students sing these songs they "step into the shoes of the people they sing about."

Interest and motivation are enhanced through the use of music in the classroom. A well-prepared lesson with a novel approach can be much more vivid, thereby more memorable for the learner. Many different kinds of music have been used in language classes: classical, folk, pop, rock, rap and jazz. These are just some of the possibilities. One especially good musical form to use with students is folk songs.

Folk music, instrumental or vocal, is part of the heritage of a group and there is a feeling of common ownership whether or not the composers are known (Daly, 1987). As a carrier of a group's culture, folk music is an ideal medium for introducing cultural referents into the EFL classroom. Additional characteristics of folk music are that it is (1) representative of a group, (2) functional -- recording history, expressing emotion, helping people work or play, and telling a story, (3) orally transmitted, (4) simply constructed, and (5) prone to change and variation. There are enough versions of some folk songs that the teacher can practically pick a variation that fits the needs of a particular lesson. For example, **House of the Rising Sun** has variants that portray the father as a gambler, or the mother as a prostitute.

American folk songs have not just originated on the North American continent, but come from all over the world. The goals, motives, outlooks, and traditions of a people are mirrored in their music and immigrants brought their music with them to America. These can then become characteristic of a region, as well. In the South, you have French Acadian influences, English ballads are common in the Northeast, and Latin influences appear in the music of the Southwest. African rhythms and music forms have spread across the continent in spirituals, jazz and the blues.

While folk songs carry these general impressions of a people, they also focus on common men and women. When students sing these songs they "step into the shoes of the people they sing about." (Seidman, 1985). The songs provide insight into the values of the people who sang them,

whether long ago or more recently.

Folk songs are also historical documents, they preserve a memory of working conditions and the weather, the trials and triumphs, the

hopes and hardships of their originators. The song "Starving to Death on My Government Claim" expresses the frustration of farmers struggling to survive on the land they claimed in the Oklahoma land rush, yet it does so in a humorous way that implies the determination of the early settler. Even if he decides to quit the farm and return to Texas, the would-be farmer does so without regret for having tried.

Songs may contain a mix of humor, bitterness and pessimism that may hide heartache behind the laughter. That's a rich field of discussion ready for plowing by the enterprising language teacher.

Every section of the country has its own songs that can be used to introduce regional differences to learners. Geography, history or occupations can be addressed through regional music. Other songs take in the entire country and express the love and pride that Americans have for their nation. **America the Beautiful** and the more popular verses of **This Land is Your Land** (originally a protest song) are two that voice these emotions particularly well. Let your students take one of these and rewrite it for Korea. How about "This land is your land, this land is my land, from

HOLIDAYS AS AN ORGANIZING FACTOR

Holidays provide a very natural reason for introducing music into the EFL classroom. Their intermittent appearance throughout the year helps keep interest high.

Holidays are an appropriate time to do something different, something special. More significantly, holidays alter the school schedule and raise a number of questions for the non-native student. What is this holiday all about? Why do people recognize this particular holiday? How is it celebrated? Are there any special gifts, ceremonies, clothes, food, music associated with it? What meaning does it have for individuals?

variety of approaches to the topic. They allow you to dip into the pool of history at critical times or interesting turning points: discovery, settlement, the Revolutionary War, the Civil War, the civil rights movement. Folk songs can give a glimpse of life through many eyes: children, farmers, railroaders, cowboys, patriots, slaves and protesters. They can cover the territory from sea to shining sea.

Everyone looks forward to a holiday. Students are always looking for a break in the routine, and their natural excitement can be used to enhance music-centered lessons when you tie it into the calendar.

HOLIDAY SUGGESTIONS

Listed below are some selected American holidays in the order they occur in the school calendar. Some possible themes and accompanying songs are suggested. Usually, a class can handle one or two new songs at a time, so don't use all the songs at once. Learn some ahead of time, or build your repertoire over the years. Some other resources pertinent to that day or topic are given.

LABORDAY

First Monday in September. In the United States, most schools begin right after Labor Day in the Fall. It's the unofficial end of summer celebrated mostly as a day off from work, a last weekend for going to the beach, and the last big day for picnics. The original idea of honoring laborers is slowly being lost.

Theme: work ethic in America.

Songs: Pop Goes the Weasel; I've Been Working on the Railroad; Drill, Ye Tarriers, Drill; Starving to Death on My Government Claim.

COLUMBUSDAY

Second Monday in October. Theme: U.S. geography, love of country.

Songs: This Land is Your Land; America the Beautiful

THANKSGIVING

Fourth Thursday in November. Theme: history, religious values.

As research shows, music has a legitimate pedagogical place in the EFL classroom

BaekDu Mountain to Cheju Island, from SorrakSan's forests to the NakDong River, this land was made for you and me".

As research shows, music has a legitimate pedagogical place in the EFL classroom, in addition to its beneficial affective influences. Music deserves a more prominent place than it is usually given. Its many benefits can profit learner and teacher alike. You can use anything from Country Western to rap, mixing a variety of styles or sticking to one form.

Music can be used with learners of any age. Everyone from youngsters to oldsters are attracted to a good song. With proper selection, songs can be used at any level of language skill. **Ten Little Indians** works well with the smallest children, whereas **Starving to Death on a Government Claim** might be best held in reserve for more advanced students who have had some work experience so they can empathize with the farmer.

The teacher who uses music can also take advantage of the affective aspects of group singing. It lowers the walls between people, subdues competitive habits, and builds camaraderie in their place. Even students who are very shy, who may never sing above a whisper, are still participating in the class activity, still belong to the group.

Questions like these can be addressed through discussions of the music used to recognize each holiday. If there is no traditional music for a particular holiday, you can use music that ties into an appropriate theme. For example, the birthday of Martin Luther King, Jr. brings to mind the plight of the African slave who was brought to America, the long struggle to gain freedom, and civil rights movement of the 1960s, and the ongoing effort to eliminate racism in America.

Vocabulary lessons and spelling exercises naturally evolve as lyrics are introduced to the class. Grammar points can be highlighted, as well as poetic style. You can easily extend a lesson into related themes: for example, explore idioms that come from baseball after singing **Take Me Out to the Ball Game**, or geography after singing **This Land is Your Land**. Exploring how North Americans celebrate a holiday is a wonderful introduction for beginning a multicultural discussion. Do other countries have similar holidays? Where did the American holidays come from? How have they changed over time and location? Writing exercises readily flow out of these discussions: perhaps compare and contrast with the students' own holidays or historical events.

Holidays provide the teacher with a wide spectrum of topics to choose from, and a

continued on next page

Songs: My Country 'Tis of Thee; God Bless America.

Other: The Pledge of Allegiance to the Flag; "In God We Trust" printed on all money.

CHRISTMAS

December 25. Theme: family values.

Songs: Over the River and Through the Woods; Santa Claus is Coming to Town; I'm Dreaming of a White Christmas; Rudolph the Red Nosed Reindeer.

Other: The Night Before Christmas, traditional story.

MARTIN LUTHER KING, JR. BIRTHDAY

Third Monday in January. Theme: African American history, civil rights, protest and the ability of people to change the government.

Songs: Many Thousands Gone; Swing Low, Sweet Chariot; We Shall Overcome.

Other: Martin Luther King's speech "I Have a Dream", Lincoln's Gettysburg Address.

PRESIDENT'S DAY

Third Monday in February. Theme: history of the Revolutionary War, democracy, freedom.

Songs: Yankee Doodle.

Other: The Bill of Rights, Preamble to the Constitution. The Declaration of Independence.

MEMORIAL DAY

Last Monday in May. Theme: history of the Civil War, remembrance of the dead.

Songs: Dixie; Battle Hymn of the Republic.

Other: The Gettysburg Address by President Abraham Lincoln.

INDEPENDENCE DAY

July 4. Theme: independence, love of country, summer activities.

Songs: The Star Spangled Banner; Take Me Out to the Ball Game.

Other: The Declaration of Independence.

* * * *

Lessons can follow a common format, whatever their theme and treatment. Begin with a song, clear up vocabulary and expressions, then sing it again a couple of times to become more familiar with it. Following that, work with whatever material has been prepared and finish with a song. If students already know one song, add another, but don't overload the class with new material, two new songs is plenty. It doesn't take much to frustrate slower learners and they may just shut up and hum along, so watch how they're doing.

* * * *

Getting Started in Your Classroom

To introduce the novelty of a singing teacher, begin singing before you try a lesson plan based on music. Start with an occasional song at the end of the week, either related to a topic or just for fun. Once the class is accustomed to the activity, and have a small repertoire of songs they enjoy, they are ready to turn their attention to more of the meaning that can be gotten out of a particular song. The novelty won't overwhelm the content and you can move fairly smoothly into the lesson with more delight than distraction.

Non-musicians need not be stymied in their desire to use music in their classrooms. In fact, Cox (1991) says that "students prefer that I murder the song in front of the class for them...the worse I sing the more I captivate my audience". The aim, however, isn't to be an entertainer, but to get the students actively involved. The main point is to sing with them, not to sing to them.

One of the keys to encourage student singing is to lower their feeling of being conspicuous. It isn't a matter of whether or not they have a good singing voice, but how they feel about it. To help them feel anonymous, pack them together in the

front, to one side of the room. You can even face them into a corner, if you're in a large space, where their voices sound louder.

If you don't play an instrument, use recorded music. One of the advantages of recorded songs is that they have a much fuller sound than you can produce alone in front of the class. There is usually percussion and a variety of instruments to keep the tempo and generate excitement. One of the disadvantages of recorded music is that you don't have the flexibility to vary the tempo, slowing down on difficult passages and speeding up as students get comfortable with the chorus. Perhaps you have old records laying around, or students might be willing to loan ones they have. Tapes of old songs are usually fairly inexpensive in big music stores.

If you know someone who plays an instrument, record the music before class. Record it twice, first at the normal tempo, then at a slower one. In class, listen first, reading along with the words at the normal tempo. Then use the slower tempo to learn and practice. Finally, it's easy to rewind to the beginning and sing it up to speed.

Only record one or two songs on each side of a tape, leaving the rest blank, that way you don't waste lots of time with rewind and fast forward to find the song you want. Discount tapes are cheap and adequate for your purpose. You only need the tempo and melody to be successful.

Perhaps you could get a guitarist to come and help you, or someone who plays an autoharp, banjo, saxophone, electronic keyboard, or any other portable instrument. There may be music students in your school who could come in during their free time. Make arrangements with the music teacher to give them extra credit.

Better yet, learn to play the guitar yourself. It's not really a matter of talent, it's more a matter of nerve. Learning a few simple chords and a couple of rhythmic strumming patterns allows you to play hundreds of songs, and they can be mastered in a few weeks. A second hand guitar doesn't have to cost much, either.

Whatever your source of music, be sure to include sufficient repetitions when in-

roducing a song. Think how many times you hear a song before you feel comfortable with it. On the other hand, don't beat it to death with too much practice. Three times through is usually plenty. Setting the rhythm and tune is the primary thing. Remember, you can use the songs anytime, so you'll get more practice as time goes on.

Put the words on big sheets of paper and post them at the front of the room. That's better than individual song sheets, be-

Whatever your source of music, be sure to include sufficient repetitions

cause then everyone has their chin up for singing, and eyes up front where the teacher can monitor progress. Use song sheets later, when you've got a repertoire to work with.

Begin with the chorus and first verse, allowing students to just listen, then let them join in for a couple of repetitions. After that they're ready to tackle the rest of the song, they may stumble over the words, but by the end they'll have the chorus down pat and a general feel for the verses. A second time through fills in more of the gaps, and a third repetition pretty well completes it.

Add gestures of one kind or another

Do the vocabulary work at the beginning, in the middle, or at the end, wherever it's most appropriate for the song. Do it differently each time, to keep things fresh. Try a fill-in-the-blank sometime.

Variety is also important, especially when you're just beginning to sing in class. You want to find out what the students like so you can add more of those songs, but you also want them to grow in appreciating different kinds of music. Some pop songs are practically DOA (Dead On Arrival), while there are old pieces that are still fresh as a daisy. If students know there is a variety, they won't be so apt to balk at one

they don't like since they know a better one will be along shortly.

Add gestures of one kind or another to add to the fun, and to the learning. People have different learning styles, so motion is particularly appropriate for tactile learners. Besides everyone enjoys the opportunity to move around a bit.

Folk music and holidays, what a wonderful combination for language learning and cultural awareness. Build up your nerve and try it in your classroom, you're sure to be pleased with the results.

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SOME USEFUL RESOURCES

Hyman, W. & Diefenbacher, L. (1992). *Singing USA: Springboard to culture*. Boston: Heinle and Heinle Publishers.

A textbook with eight detailed lesson plans including two songs each, vocabulary exercises, and discussion questions. They are appropriate for listening and speaking, and for cultural awareness components of an ESL class.

Griffee, D. (1992). *Songs in Action*. Englewood Cliffs, New Jersey: Prentice Hall. A book that gives 76 suggestions, rather than details, for vocabulary, listening, singing, writing, and discussion exercises in the language class.

George, L. (1976). *Teaching the music of six different cultures*. West Nyack, New York: Parker Publishing Company.

This book provides a number of lesson plans for introducing the music of six American subcultures. Although this book was written for music teachers and music classes, it has many useful ideas that can be used in the language class.

INTERNET RESOURCES

The International Lyrics Server Search Page. <http://www.lyrics.ch/search.html>

All-Music Guide
<http://www.allmusic.com/index.html>

Billboard Online
<http://www.billboard.com/>

Grendel's Lyric Archive
<http://homepage.seas.upenn.edu/~avernon/lyrics.html>

The Ultimate Band List <http://www.ubl.com/>

The Author:

Leslie Miller, past vice president of the Pusan Chapter of KOTESOL, uses his guitar frequently with teacher training courses and occasionally with his university students. He's also interested in learning/practicing games and oral assessment. He has an MATESL from Fairleigh Dickinson University in New Jersey.

Student-Centered Teaching: Myth, Reality or Mere Figment?

What's the Buzz?

by Andrew Todd

Do not then train youths to learning by force and harshness, but direct them to it by what amuses their minds so that you may be better able to discover with accuracy the peculiar bent of the genius of each.
~ Plato (circa 427 - 347 BC).

Nearly two and a half millennia have passed since Plato advocated a student-centered approach that incidentally alluded to Gardner's Theory of Multiple Intelligences. How far have we come since then? What is student-centered learning and how can it best be employed?

Of course, Plato was not talking about learning English as a foreign language and indeed student-centered education does not only have applications in the teaching of English or other languages. A few minutes surfing will demonstrate that student-centered approaches have equally vocal advocates for learning maths, biology and forestry, among others, as well as English. There are also those who are less than convinced (see "The Fraud at the Heart of Schooling Failure" by J.E. Stone).

Central to the approach is a consideration of Gardner's theory. Or should that be Plato's? As with Sheldon's body types, multiple intelligences does not posit an all or nothing scenario. Unlike our somatotype, our capacity for any given intelligence is probably not genetically determined. The implication for this is immense. The earlier we begin catering to all modalities, the more "intelligent" our charges become. Neglect stimulating spatial skills from an early age and parking cars becomes hazardous in later life. Musical ability goes hand in hand with math. Interestingly, what has now become known as EQ is seen as the catalyst for further development. "Emotional Intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them." Daniel Goleman, *Emotional Intelligence*, p. 80. The good news is that you can stimulate your

child(ren) to become emotionally intelligent.

Be assured student-centered learning is not about catering to the whims and desires of students. Rather it is concerned with addressing the educational needs of students, wherein lies an apparent paradox. Who identifies the needs of the student? Parents? Teachers? Administrators? Clearly at different stages of development different criteria will be adopted to determine what constitutes the "needs of the student."

Working backward chronologically and looking specifically at language learning, for adults and young adults the ideal is to have students accept greater responsibility for the content, type of instruction, and method of assessment. This involves a process of negotiation with the teacher, and within the group. As alluded to in the opening statement, different students may have the same needs but their learning modalities may be completely disparate.

For the youngest learners, the parent, or the teacher, will indeed be responsible for deciding the content and the method of teaching. It is part of the parents' or the teacher's responsibility to identify the students' needs, and to address them taking account of our current understanding of the learning process.

The age group between these two extremes requires special consideration. The perceived needs of the student may be at odds with the education goals of the system and with the desires of their parents. Puberty, approaching adulthood, and the impending entrance exam all serve to distort the perceived language learning needs of the individual.

It is a truism that we teach the way we are taught. Student-centered approaches are still something of a novelty in Asia and their main proponents tend to be native-English speakers who have come from traditions with varying degrees of learner

autonomy. For Westerners teaching in Asia this may well mean that our concept of student-centered learning needs serious re-adjustment. Methodology that satisfies the needs of

beginners does not satisfy the needs of intermediate or advanced students. Methodology that caters to the needs of adults is out of sync with the needs and cognitive abilities of children. Techniques imported from the West for small groups of multi-cultural ESL learners who share only English as a common language will never be sufficient or appropriate for the average EFL learner in Asia.

The main thrust of the Pan-Asian series of conferences is to examine and develop methodologies specific to the region. Student-centered approaches in Asia which truly focus on the needs of the learner will necessarily be different from approaches developed for ESL learners. At all levels realistic goals need to be established. This will entail a detailed analysis of the needs of the learners so that appropriate methodology and content can be evolved. In the final analysis, an eclectic approach to learning English may well be the most effective. As language learners develop in competence their needs both perceived and real change. It is the teacher's responsibility to ensure that their (the teacher's) beliefs and the techniques they employ do indeed address the changing needs of their students.

Bio: Andrew Todd is the Korea TESOL's International Affairs Committee Chair. He has a Korean wife and a bilingual, bicultural son. Andrew is Macmillan Heinemann's ELT Marketing Manager for Korea.

Patrick Gulfoyle is the new Culture Corner Editor. Please feel free to submit your ideas or papers (less than 800 words) so that this column can begin anew! See page 4 for contact details for all submissions.

**Boring
Teachers,
Part 2**

FAQs

edited by
Steve Garrigues

In this issue we continue discussing the question "Why are some of my classes boring, and what can I do about it?".

ANSWER: I have had some classes back-to-back, where I taught exactly the same thing, and where one class was "fun and interesting" and the other felt "dull and boring." I think class chemistry is a real dynamic that always plays a role here, and

I think the teacher needs to be entertaining, but I also believe that the teacher is NOT an entertainer. The difference between the two is that the primary goal of the entertainer is entertainment, and the primary goal of the teacher is student learning. But there is overlap, and there are similar characteristics. Real learning is fun and interesting (and also sometimes frustrating) but the dull and boring parts are

it a little later." When the right time comes, look at the word or object, but don't say anything. Wait until their curiosity begins to voice itself. Then tell them. I watched my colleague do this with me as the object. I came to observe his class. They all asked him who I was, but my friend just said, "I'll tell you later." Then when their curiosity could climb no higher, he taught them words such as "observer, observing, observation." The students were fully involved.

We need to develop techniques for being better entertainers as teachers, not as entertainers.

that part of teacher development is learning how to "play" our audience (the entertainer role). Sensing the energy level of the class is one thing: developing strategies and boldness to confront the atmosphere is another thing. It often means dumping lesson plans and long-range schedules for something new and untried. But the result could be more useful and interesting classes.

For example, one class dragged themselves to each activity. The members often came late, and sometimes not at all. So, after several days and realizing that it was not a passing mood I asked them "what's up?" We sat in a circle and discussed studying English. It was an amazing class and the students perked up for it. They told me that they used to love English, but after studying it for more than six years and hardly being able to speak it they felt discouraged. One student said, "I lost pride for learning English." Another student said he felt angry about studying English because it just seemed like a waste of time. These students had been drowned in the grammar-translation method and year after year of fairly bad teachers. From this discussion forward, the class improved. Their attitudes were more open and optimistic. They often made suggestions that I would implement, like, "let's go outside today."

when learning isn't happening.

We need to develop techniques for being better entertainers as teachers, not as entertainers. One technique is switching tasks more frequently. If you stop an activity when it peaks (reaches its most interesting point) the students remember it as very fun. One mistake I've made in the past is to keep doing one thing because the students were having so much fun, and letting the task go too long until the energy dropped and the fun quality slipped away. Be sensitive to this and

Student centered approaches can be exciting and interesting, but are often difficult because we're trying to get students who are accustomed to obeying the teacher's every whim to develop their own initiative to do things. The teacher has to give them freedom but must also help the students learn processes and appropriate behavior for student centered learning. In Korea, the teacher must walk students through brainstorming, problem-solving, consensus building, and other activities that they are not accustomed to.

One way that students become more comfortable "opening up," is by watching the teacher opening up. If your tastes and interests are different from the students, that's great, because you can share with

One way that students become more comfortable "opening up," is by watching the teacher opening up

you will find the students begging for more rather than dying for the bell to ring.

Another trick I learned from a colleague was to raise curiosity levels. All you do is write a special word or date on the board—or bring something strange to class and leave it sitting in front of you. Then don't say anything about it in the beginning. The students might say "what is that" or "what does that mean". They are curious. Just respond by saying: "We'll talk about

them experiences and interests that they may know little about. They will be interested because it is interesting to you. The important part about sharing information about yourself is to open up enough to encourage them to ask more questions, without telling them so much that you overwhelm them. Keep them wanting more -- make them tell you stuff about themselves before you'll continue.

- Douglas Margolis -
<douglas@kkucc.konkuk.ac.kr>

Action Research: What, How and Why

Andy Curtis

WHAT IS ACTION RESEARCH?

It is perhaps worthwhile to start by pointing out what Action Research (AR) is **Not**. As Leo van Lier (1994) points out, the idea of AR is more than 50 years old, having been first used by Kurt Lewin in the mid 1940s. In other words, in this sense, AR is not "new". Bell (1987) also states that: "There is nothing new about practitioners operating as researchers" (p.5). However, what Bell might actually mean is that there is nothing new about the idea of teachers as researchers. Despite her implication that teachers have been carrying out classroom research for many years, more recent research reveals the difference between knowing about the existence and possibility of something and "operationalizing" that knowledge, so that it becomes an action and an activity.

Hancock (1997) gives some reasons for this difference, in relation to AR, and points out that despite the fact "the teacher-as-researcher movement has been in existence for some twenty years" (p.85), relatively few teachers become involved in research. He gives four reasons for this: teachers' low professional status; their lack of confidence; their difficult working conditions; and the difficulties of applying "outsider's research methodologies" to their own contexts and classrooms. Although Hancock's comments and findings are based on and refer to the situation in England, some of his conclusions may well apply to the situation for many classroom language teachers elsewhere, including Southeast Asia.

In terms of what AR is, having considered what it is not, AR has been defined in many different ways. Cohen and Manion (1980) define AR as "an on-the-spot procedure designed to deal with a concrete problem located in an immediate situation" (p.178). Although this is a useful definition, AR is made up of a series of steps rather than being a single procedure.

A somewhat different emphasis is seen in the definition given by Kemmis and McTaggart (1988), who emphasized the importance of collaboration between class-

room teachers in bringing about change, as a result of their AR. An important aspect of what AR is relates to the difference between AR and traditional, university-based research carried out by full-time professional academic staff. The difference is that AR comes out of and feeds directly back into the classroom of a teacher who has chosen to carry out AR because they want to learn more about what is happening in their classrooms.

HOW DO WE CARRY OUT ACTION RESEARCH?

Adapting the steps described by Nunan (1992), AR can be described as being made up of six steps. In the first, the teacher identifies a change that they want to bring about in their classroom. This might be, for example, a change in the learners' and/or the teacher's learning and teaching behavior. An area that has been focused on in Hong Kong is ways in which we can increase the use of spoken English by our Cantonese students in their English lessons. The more precise the area of focus, the easier it is to bring about the desired change. In Steps Two and Three, the teacher first observes (and makes notes on) what their learners and themselves say and do in class, and then, based on these observations, identifies possible ways to bring about this change. Next, the teacher designs, develops or identifies existing approaches, tasks, activities, etc. which can be used to bring about the desired change.

Steps Five and Six, observation and evaluation, are often combined, which can cause confusion, as they need to be carried out as two separate steps. If a teacher tries out a new activity and in her observation notes writes "It didn't work", this is not in fact an observation, but an evaluation. The teacher cannot evaluate something that is not there. However, if the observation is carried out prior to and as a separate step from evaluation, the teacher can then assess and evaluate how successful or otherwise their attempts to bring about the change have been. As an additional step, the teacher may choose to share what they have learned with other teachers, and sometimes their students as well.

WHY SHOULD WE ENGAGE IN ACTION RESEARCH?

The description above makes AR sound relatively straightforward and trouble-free. Although AR can be like this, it is usually not! Various difficulties and problems can occur at each of the steps. In addition, finding the time to carry out AR is usually a problem for teachers, especially teaching large groups of ESL students in Southeast Asia and elsewhere. Why should teachers add to their already heavy load by carrying out AR? This is a good question, and I think a good answer lies in an unorthodox reading of the term "research". If we read it as "re-search", we can see that research can be thought of in terms of "looking for something again". The very fact that we spend so much time in one place makes it difficult, even impossible, for us to see what is there, what is there now that wasn't before, or is no longer there.

Of all the many characteristics which go into making up a "good" teacher, "being an enthusiastic learner" must rank as one of the essentials. This is what AR enables us to do: to re-visit our own classrooms with fresh eyes. We are put back in the position of being learners, but in a familiar and, hopefully, safe and secure environment. AR acknowledges the fact that we are "experts", not in the traditional content-based sense, but experts in our classrooms and in our learners. Nobody knows our classrooms and our learners in the way that we do, and AR is one way of making use of that expert knowledge to create greater understanding.

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continued on p.14



**PAN-ASIAN Series of Conferences
PAC2**

Location: Olympic ParkTel, Seoul,
South Korea

Theme: TEACHING ENGLISH: ASIAN
CONTEXTS AND CULTURES

Date: October 1, 2 & 3, 1999 (Friday, Satur-
day, Sunday)

PAC2 ASIAN YOUTH FORUM

The series of Pan Asian Conferences now underway are an exciting example of how Asian language teachers are reaching out beyond national boundaries to communicate with colleagues in other lands about common concerns and innovative ideas related to EFL teaching in Asia.

A special project planned as part of the Second Pan-Asian Conference (PAC2) on language teaching and learning to be held October 1, 2 & 3, 1999 at the Olympic ParkTel in Seoul, Korea is the "Asian Youth Forum". This unique event will bring together young people studying English (and other languages) from Korea, Japan, Thailand and other Asian countries to discuss aspects of language, culture, education and international understanding through the medium of English-as-an-Asian-language.

The idea of having language students participate in an international language teachers' conference is an exciting one. Even more exciting is the idea of having youth from countries throughout Asia assemble in Korea to discuss their mutual problems, concerns and challenges "both as young Asians and as Asian language learners" within the framework of a major international conference of foreign language teachers.

THE FORMAT

*** Broad Geographic Representation:** The PAC2 Asian Youth Forum will involve youth from not only the three PAC-conference host nations of Korea, Japan and Thailand, but also from as many other

Asian nations as possible, ranging from countries such as China and Taiwan to Indonesia, Malaysia, Vietnam and Cambodia.

*** Broad Student Participation:** The Forum will bring together young Asian language learners from a variety of backgrounds (high school, college, university) with a balance of males and females.

*** Pre-Conference Exchanges:** A series of international youth exchanges is being set up in the months prior to the PAC2 conference to begin individual student and class exchanges on Youth Forum themes through letters, e-mail, video and an Internet Youth Forum homepage. Student stories about their experiences learning English will be collected, published in a book and distributed at PAC2.

*** Academic Program:** The Asian Youth Forum itself offers a lively combination of academic and social events to deepen the educational experience of the young people taking part. The academic program includes: a roundtable on language learning in Asia; workshops on cross-cultural communication; a speech contest on the role of English in Asia; seminars on Asian stereotypes in school textbooks; as well as discussions in English of important global issues (peace, the environment, human rights). Two sessions entitled "EFL in Asia: The Students' View" and "What Asian EFL Students Want" are planned.

*** Social Program:** The social program involves: guest speaker visits by young English-speaking Asians to local Korean schools; local sightseeing excursions led by Korean youth; and intercultural performances where the participating young people from Asia will introduce the traditional music, costumes and arts of their countries. Plans include a trip to Hanok Maal Folk Village located in Seoul behind Korea House. A special show by the living cultural asset artists for the Asian Youth Forum is being organized. Students will visit Ansam, the archeological dig of

an ancient village, on the east side of Seoul near the Olympic Highway. In addition, the traditional dance show at Lotte World in Chamsil is on the agenda.

WHAT WILL THE YOUNG ASIAN PARTICIPANTS GAIN FROM THIS EXPERIENCE?

The young people participating in this unique event will gain

- * a heightened awareness of Asia, or an inter-Asian understanding
- * a new appreciation of the role of English and foreign languages in promoting pan-Asian communication
- * renewed motivation to learn about Asian countries, cultures and issues
- * an international youth network of new Asian friends to communicate and cooperate with into the 21st century.

Check the PAC2 website for the latest information at <http://www2.col.com/users/pndl/PAC/PACmain/pacintro/html>. Links to both the PAC mailing list and an extensive PAC bibliography are established.

If you and your students are interested in participating in the AYF, contact:

PAC2 Asian Youth Forum, c/o Peggy Wollberg, Seoul National University, Hoam Faculty House Apt 503, 239-1 Pongch'on 7-dong, Kwanak-gu, Seoul 151-050, South Korea

(Email) pwollberg@hotmail.com

(H) 02-889-7610 (O) 02-880-8575
(Fax) 02-871-4056

PAN-ASIAN Series of Conferences - PAC3

Location: Kitakyushu, Japan
Theme: 2001: A Language Teaching Odyssey
Date: November 22 to 25, 2001 (Thursday to Sunday)

Liar, Liar, Pants on Fire!

Techniques

edited by
Terri-Jo Everest

ADDITIONAL COMMENTS

by Edith J. Dandenault

Looking for something to stimulate genuine conversation in your classroom? Looking for a low-prep, high-outcome activity? Looking for something original and fun? "Liar, Liar, Pants on Fire!" might be just what you're looking for! Lying without the guilt!

This activity features speaking and listening skills for middle-school and university level students whose skills are high intermediate and above. It is suitable for class sizes ranging from four to forty students. Target structures for this 20-50 minute activity include describing past

other group members should attempt to determine which of the statements are true and which are false. The activity ends once all of the members of the group have presented their sentences. The winner is the best liar: the student who was able to fool the greatest number of members of his or her group.

PROCEDURES

Prior to the activity day: 1. Ask the students to prepare three true and two false statements about their past. 2. Go over question types with the students - i.e. how you form different questions.

This activity requires little prep-time but affords you a great opportunity to do some informal evaluation of speaking skills. You may also be able to make some more personal comments to struggling students or students who keep repeating the same mistakes. However, I would not recommend "Liar, Liar, Pants on Fire!" for a group of students that are unwilling to share personal information since this could make speaking all the more difficult. Nevertheless, this activity gives those students who **are** uninhibited a tremendous opportunity for personalised, spontaneous speech as well as authentic, interesting, and stimulating listening practice.

Have fun!

Edith J. Dandenault is a professor in the English Education Department of HanNam University in Taejon. She has taught students from elementary school through university levels. For the past year, she has, in addition, been involved in various teacher-training programs in the Taejon Area. Edith is a KTT (KOTESOL Teacher Training) Member and the Taejon KOTESOL Chapter Treasurer.

The main objective of this activity is to help students increase their fluency in asking questions and describing past events.

events, using interrogative forms, and utilising a wide range of vocabulary.

OBJECTIVES

The main objective of this activity is to help students increase their fluency in asking questions and describing past events. The more specific objectives of this activity, however, are to 1) increase student accuracy in question formation, 2) stimulate student curiosity, and 3) create an environment which requires students to use a wide range of vocabulary. This activity usually generates genuine conversation and interest and makes students excited about talking. Shyer students may even lower their affective filter and open up.

ACTIVITY DESCRIPTION

The following activity was designed to stimulate student interest in one another and help them engage in real "free talking." Each student is invited to share 5 pieces of personal information: three should be true and two should be false. Through asking follow-up questions, the

Day of the activity: 1. Place the students into small groups (3-4). 2. One student presents his/ her five statements. 3. The same student then describes the content of each statement in detail. He/she has to speak for a pre-determined time period (three minutes is ideal). 4. Once the student has finished talking, the other students in the group have two minutes to ask questions about any of the statements. 5. After that, each student in the group votes to determine which of the statements are true and which are false. Each member must have his or her own position: this isn't one vote for the team. 6. The speaker's score is determined by the number of people who were able to guess the lies.

VARIATION

To make this activity last longer, especially with a larger group, you may use the jigsaw method (using one member from each original group to make a new set of groups). In such new groups, the students get to tell the stories again. This gives them a chance to feel even more comfortable talking about themselves and more at ease with the English they need to manipulate.

ACTION RESEARCH ... continued from page 12

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* * *

The Author:

Andy Curtis presented at KOTESOL 98 on action research projects being carried out in Hong Kong, where he works in the Department of English at Hong Kong Polytechnic University.

KOTESOL Journal

Information for Contributors

EDITORIAL POLICY

The *KOTESOL Journal*, a professional refereed journal, encourages submission of previously unpublished articles on topics of significance to individuals concerned with the teaching of English as a foreign language. As a publication that represents a variety of cross-disciplinary interests, both theoretical and practical, the Journal invites manuscripts on a wide range of topics, especially in the following areas:

1. psychology and sociology of language learning and teaching; issues in research and research methodology;
2. curriculum design and development; instructional methods, materials, and techniques;
3. testing and evaluation;
4. Professional preparation;
5. language planning;
6. professional standards.

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 (e.g., in anthropology, applied and theoretical linguistics, communication, education, English education [including reading and writing theory], psycholinguistic, and sociology) and addressing implications and applications of this research to issues in our profession. The *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 *KOTESOL Journal* is an international journal. It welcomes submissions from English language contexts around the world, with particular reference to learners from northeast Asia.

GENERAL INFORMATION FOR AUTHORS

Submission Deadline for 1999 edition: March 31, 1999.

Submission Categories

The *KOTESOL Journal* invites submissions in five categories:

Full-length articles. Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables). Submit three copies plus three copies of an informative abstract of not more than 200 words. If possible, indicate the number of words at the end of the article. To facilitate the blind review process, authors' names should appear only on a cover sheet, not on the title page; do not use running heads. Manuscripts should be submitted to the Editor of *KOTESOL Journal*:

Jeong-ryeol Kim
Korea National University of Education, Dept. of English Education
Kangnae-myeon Chungwon-gun, Chungbuk, 363-791, S. Korea

Reviews. The *KOTESOL Journal* invites succinct, evaluative reviews of professional books, classroom text, and other instructional resources (such as computer software, video- or audiotaped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 500 words. Submit **two copies** of the review to the Review Editor:

Park, Ju-kyung
Honnam University, Dept. Of English
San 148 Ssangch'on-dong, Seo-gu, Kwangju 502-791, S. Korea

Review Articles. The *KOTESOL Journal* also welcomes occasional review articles, that is, comparative discussions of several publications that fall into a topical category (e.g., pronunciation, literacy training, teaching methodology). Review articles should provide a description and evaluative comparison of the materials and discuss the relative significance of the works in the context of current theory and practice. Submissions should generally be no longer than 1,500 words. Submit two copies of the review article to the Review Editor at the address given above.

Brief Reports and Summaries. The *KOTESOL Journal* also invites short reports (3400 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Send one copy of the manuscript to the Editor of the Brief Reports and Summaries section:

Robert Dickey
Kyongju University, Dept. Of English & Tourism
42-1 Hyohyeon-dong, Kyongju 780-210, S. Korea

The Forum. The *KOTESOL Journal* welcomes comments and reactions from readers regarding specific aspects or practices of our profession. Responses to published articles and reviews are invited. We are not able to publish responses to previous exchanges. Contributions to The Forum should generally be no longer than 7-10 double-spaced pages or 3,400 words. If possible, indicate the number of words at the end of the contribution. Submit **two copies** to the Editor of the *KOTESOL Journal* at the address given above.

Brief discussions of qualitative and quantitative **Research Issues** and of **Teaching Issues** are also published in The Forum. Although these contributions are typically solicited, readers may send topic suggestions or make known their availability as contributors by writing directly to the Editor of these subsections.

Lee, Young-shik
Hannam University, Dept of English Education
133 Ojung-dong, Taejon 306-791, S. Korea

This section was previously known as "Chapter Reports" (ed.)

What's Up edited by
Kirsten Reitan
(in KOTESOL)?

Cheju Chapter

by Oh Kyung-ryul

Pusan Chapter

by Shelby Largay

The past few months have been a whirlwind of activities for the Pusan Chapter. October's speaker was William Tweedie, who gave a fun-filled interactive presentation on using voiceless video and theme-webbing. From his sweeping video of British Columbia, to his animal impersonations, to his enthusiastic demonstration of Inuit throat-singing with our newly-elected President, T.J. Everest (you really had to be there), William provided food for thought in an entertaining fashion.

Afterwards, elections were held. The results were as follows: President: Terri-Jo Everest; First Vice-President: Baek Jin-hee; Second Vice-President: Shelby Largay; Secretary: Jane Donahoe; Treasurer: Kim Kyung-mi; Membership Coordinator: Patrick Guilfoyle; Members-At-Large: Cho Sook-eun, Jerry Foley, Darlene Heiman; and Roving Webmaster: Jeff Lebow.

In November, the speaker was none other than T.J. Everest, who presented "ReSOUNDing Remedies: Pronunciation Practice Activities." She pointed out some pronunciation problems that Korean students have and gave us some great ideas for practicing pronunciation. She had us chanting, screeching, and jumping up and down. After T.J.'s presentation, Isabel Gray demonstrated "Easy, Interesting, and Interactive Activities using short video clips."

Finally, we decided to end the year with a bang. The Pusan Chapter held its annual Christmas party the second weekend of December. We had quite a turnout. Andrew Todd was there with his bag of tricks (and a few free books). We sang a rousing rendition of The Twelve Days of Christmas, danced to a Korean rap version of Silent Night, exchanged gifts, feasted on cookies and eggnog, and spread a lot of goodwill (and under the mistletoe, kisses).

The next chapter meeting will be held the last Saturday in January. Jane Hoelker will be the speaker. See you in 1999!

Cholla Chapter

by Rachel A. Phillips

The Cholla Chapter held its meeting in Chonju on November 14th. The first speaker was Lauri Kerfoot, who presented several suggestions for using video in ESL classrooms. She had several good ideas but her most useful hint was that complete movie scripts are available on the Internet at Drew's script-o-rama (<http://www.script-o-rama.com>), and other sites. Any teacher who has used movie clips in class would probably agree that the worst part about it is transcribing them. Having a script sure makes it a lot easier. During the refreshment break, John Phillips answered questions about how to get an Internet connection, and how to do searches if you already have one. Hint: if you are looking for a movie script that is not on the script site, put the movie title in quotation marks: "*The Lion King*" and type +*script* after it.

After the refreshment break the election of chapter was held. Our new president is the former secretary, Rachel A. Phillips. Brian Heldenbrand was elected as the new secretary. Martin Peterhaensel is taking over the post of vice president. The only unchanged officer is Tammy Park, who is still the Chapter Treasurer.

The next meeting held was in Kwangju at Chonnam Girl's Middle School in the Language Lab on December 12th. John Murray from Duam Middle School presented "Good Pronunciation can be a Personal Choice", and Choi Tae Hwan presented "Using CD-ROM Titles in the English Language Classroom". The meeting after that was scheduled to be held in Chonju on January 9th. Speakers are to be announced. In February, we will have a winter break, and have a regular meeting in March.

As 1998 is coming to an end, we lost a lot of great foreign teachers. Among those lost was our vice-president, William Tweedie, who contributed a lot to C-tesol's development. However, Professor Christopher Smith, from Cheju National University, has replaced him as vice-president.

The Cheju chapter had a workshop in the English Laboratory at Choongang Girls' High School on Saturday, November 28, 1998. We changed our meeting place from Foreign Language Institute at Cheju National University to the English laboratory at Choongang Girls' High School. At the meeting it was nice to see several new participants as well as our faithful members. Ms. Kang Young-bok presented several lively and active classroom activities such as "Slam It!" "Fifty, Taboo", and "Back to front."

During the month of December, we had winter vacation. So we wish to convey a belated merry Christmas and a happy new year to all our members!

In January, 1999 we've decided to meet on the third Saturday of January, 1999, as we usually meet on the third Saturday of each month. And our new regular meeting place will be the comfortable English Laboratory of Choongang Girls' High School. At the next meeting Professor Paul Goldberg, from Cheju National University, will give a presentation for high school/university level classes, and Jeong Won-seok, an English teacher from Kwangyang Elementary School, will present on a topic appropriate for elementary school classes. Hope to see you all there.

Chongju Chapter

After a short hiatus due to the National KOTESOL conference, the Chongju KOTESOL chapter had a meeting on November 15th, recruiting a couple of guys who had done a great presentation at the

Kyung Hee University campus.

Our main presenters were Andrew Jackson (not the former-president) and Peter Kipp, both of Ewha Women's University in Seoul. The presentation was titled, "Making Large Classes Communicative". It focused on common problems facing both teachers and students in large class settings, and offered videotaped examples of possible solutions for discussion and analysis. There was an opportunity for experienced teachers to share techniques and ideas with the group as well.

Elections were held after the presentation. After a short membership drive, there were near-unanimous decisions in the elections for President (Erik Newson), Vice-President (Brian Fingler), and Secretary-Treasurer (Kent Zado).

The Sunday, December 13th meeting was not held as we had a cancellation of our speaker, Darin Bicknell. Darin is busy preparing to move to Singapore and will be leaving our flock. After the traditional winter break, our next chapter meeting will be in March - tentative date: MARCH 21, 1999 (Sunday). We will be sending out letters as well as e-mails to all of our members and prospective members to let them know. As for now, we wish you Happy Holidays and all the best in the new year!

Seoul Chapter

by Doug Margolis

Seoul Chapter closed out 1998 with a wild time at our December meeting / holiday party. In addition to good food, spirited decorations, and a gathering of chapter members, we received great pearls of wisdom from KOTESOL 2nd Vice President, Cho Sookeun, who came all the way from Pusan to join us. Our own Leon Przybyla and Professor David Kim also gave outstanding presentations.

These days, however, Seoul chapter is looking forward to the excitement that 1999 offers. As of December, our chapter has given birth to a new chapter. We warmly welcome to KOTESOL, Professor Lee Mi Jae of Suwon University, who will be leading the southern Kyounggi area. As KOTESOL grows and develops, we become more effective at improving English education in Korea.

The *SeoulBeat*, our Chapter newsletter, has undergone a facelift, and now represents both chapters. Further, Leon

Przybyla, the managing editor, is working furiously to improve the newsletter with more teaching tips and resource information. Leon is dedicated to meeting YOUR needs. If you want to write an article, contact Leon at <joseph_leon@hotmail.com> or phone him at 02-743-5045. He is waiting to hear from you!

Seoul and Suwon chapters will also be working together to co-host a conference in March. This event will include presenters from throughout Korea and provide an excellent one day brush up on your teaching skills. At the same time, you will be able to meet teachers from throughout the Seoul-Kyounggi area and find new inspiration for your teaching.

Next, to focus on improving our professionalism, we have developed a year long training program for 1999 that integrates our conference and monthly meetings into a TEFL training program. Members who come to every meeting will receive a special certificate that recognizes their ongoing efforts to improve their skills and knowledge. We can thank Kim Kyoung Shik, Chung Young-soo, Lee Hyang Sook, and Peter Nelson for their efforts to design and bring about this program.

Finally, the chapter is working on supporting the PAC 2 conference in October. We hope all members will have an opportunity to benefit from having the conference in Seoul.

Taegu Chapter

by Rocky Nelson

November's turnout for the Taegu Chapter was smaller in number than the previous month. The beautiful autumn weather was the likely culprit for the reduced attendance.

Professor Mijae Lee, Ph.D., Chair of the Department of English Language and Literature, University of Suwon gave the presentation "English Reading Proficiency in the Classroom". Prof. Lee argued eloquently and persuasively that our duty as teachers is to break away from the "traditional way" to a "revolutionary way" by placing the emphasis on "fast reading" instead of "exact reading". Instead of bogging the student down with grammar analysis and word by word vocabulary, the focus should be on message-content grasping. Reading becomes fun, a joy, using techniques and strategies that Prof. Lee advocates. Prof. Lee presentation was

filled with helpful suggestions of how to accomplish more and faster reading with improved comprehension for your students.

In December, Andrew Finch, of Andong National University talked with us. He presented his book, *Tell Me About It*. This book was the precursor to a three book series that he and Dr. Hyun Tae Duck recently completed for the Korean market. All three books are extensions of the methodology of communicative language teaching/learning, in which the student feels free to take the risks inherent in engaging in task-oriented communicative activities which stress that performance is evaluated in terms of the success or failure in completing the task. Andrew and his book were well received, particularly since we all got free copies of *Tell Me About It*. The attendees at the presentation used some of his tasks to practice learning second languages, like Hangul and Spanish. Very effective, and besides that, FUN!

The next meeting was scheduled for January 9, and the popular SWAP SHOP and then FREE DINNER!!! Everyone attending is encouraged to bring copies of their favorite language-learning games and activities or lesson plans. Anyone making 40 copies for distribution will be reimbursed for any expenditure. We'll have some fun trying out different activities and then leave for some dwegi kalbi and comfortable companionship.

Taejon Chapter

by Kirsten Reitan

For the last two months the Taejon chapter had special meeting dates. They met on November 13th to facilitate early elections. Before the elections though, they were treated to a reprise of Peter Nelson's very popular Conference 98 presentation, "Developing Effective Techniques For Assessing Speaking Skills". Since the audience was small, the presentation became more of a round table discussion. After the lively, interesting discussion on assessing speaking skills, William Schmidt was elected as the new Taejon chapter president. Rounding out the Taejon chapter executive council are Kim Won-myung as vice-president, Jennifer Lalonde as secretary, Edith Dandenault as treasurer, and three members-at-large: Peggy Hickey in charge of activities that work, Kirsten Reitan in charge of programming, and

cont. on next page

continued from page 17

Brian Caulfield in charge of refreshments.

On December 12th, they had another early meeting due to the upcoming holidays and semester break. A group of 28 Taejon chapter members got together at the Here Today restaurant and had a wonderful time. After lingering over dinner for 3 hours, many of them went out to see the new Robin Williams movie. In the coming year, Taejon will have regular meetings on March 20th and April 17th. On May 15th they will host the annual KOTESOL Spring Drama Festival, and on June 19th they will have a teacher swap shop. On July 24, they, along with the Taejon chapter of KOSETA, will host the first KOTESOL regional conference tailored to teachers in elementary through high school entitled "Growing with English: Working with children and young adults". It's going to be an exciting year!

KTT

by Gavin Farrell

KOTESOL Teacher Training (KTT) had a productive and eventful fall schedule. The highlight was definitely the 1998 Conference at Kyung Hee University, but there were other glowing moments also.

On November 28, for example, KOSETA's Taejon Chapter hosted a KTT workshop. There were two rooms for elementary school teachers, one for middle school teachers and one for high school teachers from the Taejon area. For three hours KTT presented a number of different workshops catering to the specific needs of the teachers. Often presenters are faced with an audience of mixed level teachers. Professional planning on the part of Kim Won Myong, Taejon KOSETA President, gave the KTT presenters the opportunity to focus on the needs of one level.

Space doesn't allow for a synopsis of the entire day, but the following people should be noted for their outstanding presentations on November 28th: Michael Belostotsky, Cho Sookeun, Edith Dandenault, Jane Hoelker, Steve Garrigues, Gerry Lassche, Peter Nelson, Park Jin Sup, and Will Tweedie. For bios and abstracts of these presenters please see our website listed below.

Also in November, Peter Nelson spoke to the Seoul Chapter under the auspices of KTT. Peter presented informative and practical Communicative Activities for large, high-level classes to a full house of seventy people.

Finally, on December 12, Gavin Farrell presented at Kim and Johnson/David English

House hosted event. To a group of thirty elementary school teachers, Gavin demonstrated techniques for Elementary School Classroom Management and showed some of his well-known activities for children. Patrick Hwang at David English House has been very supportive of KTT in the past and we look forward to a busy schedule in the New Year.

KTT continues under the leadership of Coordinator Gavin Farrell, with the strong and talented support of TJ Everest as Secretary. Recent additions are Mary Lorna Kibbee and Patrick Guilfoyle, who both will be organizing the on-site logistics of the workshops. Also new is Kim Hyung Yeun who is now the treasurer. And, too, Chris Fuerth brings his technical expertise to KTT as the webmaster for the KTT website. Be sure to check it out for an advance schedule, interesting links, classroom activities, and other details.

KTT continues to provide practical and informative workshops to teachers all around Korea, and to give teachers an opportunity for professional development. For more information check out our website:

<http://members.xoom.com/kotesolt/index.html>

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 TESL profession. See page four for contact information.

The English Connection welcomes any previously unpublished article in the following categories:

Feature articles should be 1000-4000 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Reports should be 500-1500 words and should highlight 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: "Cultural Corner", submissions should discuss culture as it relates to the learning or teaching of English; "Name That Member!", submissions should introduce members of the KOTESOL organization; "Techniques", submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning; "Ko-Ed" submissions should discuss current issues as they relate to the area of education in Korea, and "FAQs", questions about the TESL profession or about the KOTESOL organization.

Reviews of books and teaching materials should be 300-700 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.

Your submission should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions can not be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt.

Name that Member!

edited by Darlene Heiman

First from the School of Humanities at KAIST (Korea Advanced Institute of Science and Technology) in Taejon, Kirsten Reitan! Kirsten has been involved in KOTESOL from the month after she arrived in Korea, three years ago. She has served as a Co-Secretary and President of the Taejon chapter, and is currently the Program Co-Coordinator. She was the 1998 National Conference Chair. She is also currently the National Secretary and the Program Chair for PAC2. And!..she is the editor for the Chapter Reports column of TEC.

Kirsten has done two co-presentations: one with her colleague Ted Nickelsburg, on setting up a technical writing program at KOTESOL '96; another with Terri Jo Everest on "Technophiles and Technophobes" at Kotesol '97. She did other presentations at: TESOL '97 (Orlando, Florida); and at a couple of local chapter meetings on "A Talk Show Approach to Discussions in Reading Class"; and at TESOL '98 on "Discussions Through Consensus Building".

Her students describe her as "energetic and active", and she aims to make her classes student centered and communicative.

She grew up in Buffalo, New York and has got a B.A. in English Literature from SUNY(State University of New York) at Binghamton in 1985. She has TWO M.Eds from SUNY -Buffalo: one in English Edu-

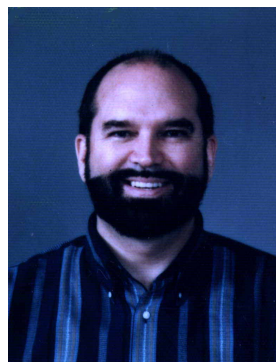
cation(1988); and one in TESOL(1995).

One of her main interests is travel, she's been to 14 countries in Europe and Asia, including a total of two years in Norway and 5 months in India. She also loves reading fiction; cooking ethnic foods; making fruit wines; writing poetry; doing abstract water colors; using the computer; spending time with friends; and plans to learn Korean Calligraphy!

Kirsten says, "Korea is one of the best things to happen to me and that KOTESOL introduced me to many wonderful people".

Now, from Canada, J. William M. Tweedie. William began teaching in the English Department of Pusan's Korea Maritime University in July '98 after 3 years with the Ministry of Education on Cheju Island.

He was a founding member and Vice President of the Cheju Chapter of KOTESOL. He authored the first KOTESOL Chapter By-laws in Korea. He has given presentations at the First Pan Asian Conference in Bangkok, the National KOTESOL Conferences in '97 and '98, the Pusan Chapter Mini Conference in '98, various SETA workshops and conferences, and presented his first KTT workshop in Taejon in November.



He has articles published in "College Canada" and in some Cheju Ministry of Education books. He has also edited some of the latter. He began the first regularly published (twice a year) high school newspaper in Korea -*The Active Times*- at Namju High School in Sogwipo.

William has a B.A. in Social Thought from Canada's Mount Allison University, BFA Drama Studies at York University, Toronto, and a TESOL Certificate from the Teacher Training Center in Vancouver. He is currently working on his MA in EFL from the University of Birmingham.

William's particular issues of interest in teaching are student initiated (more than centered) learning (SIL) and the importance of arming students in Korea with the freedom and ability to question.

In '92 he obtained a private pilot's license and says he misses flying! His other interests include swimming, scuba diving, camping, and basketball.

He plans to teach a few more years in Korea and eventually open his own school for student and teacher education.

The Connection
English

Wants your help

Writers, columnists, editors and productionists are encouraged to submit work or contact the Editor-in-Chief, Kim Jeong-ryeol.

See page 26 for contact information.



Book Reviews

How to Teach English. **Jeremy Harmer. Longman, 1998.**

Pp. x + 198.

*reviewed by Willaim Teichert,
Dong-A University*

At first glance, *How to Teach English* by Jeremy Harmer seems too simplistic to be useful. But after reading the text, I've concluded it is quite useful for English teachers in Korea for several different reasons. *How to Teach English* is aimed at teaching adults and is applicable to high schools, institutes (hagwons), colleges, and universities. Teachers with little practical EFL/ESL experience will find that this book is well-suited for them. The main purpose of the book, as Harmer writes, is "*How to Teach English* is for people at the start of their career." It covers such basic topics such as "How to be a good teacher;" "How to manage teaching and learning;" and "How to plan lessons." Seasoned professionals may also enjoy the simplicity of the book, and should consider it as a reference.

Perhaps a second compelling reason why *How to Teach English* is a useful text is its readability. Many TESL/TEFL/ELT materials are written in difficult jargon and theories that most novices and some seasoned professionals don't understand. It may be too time-consuming to analyze the materials completely. Fortunately, *How To Teach English* does not fall into this category. In addition to being written for the average reader, the bold questions in the margin help the reader get the thesis of each section quickly and easily.

The appendices are a third reason to like this book. One explains in rather basic detail how to use equipment (the chalkboard, tape recorder, VCR, computer, over-

head projector, etc.) in the classroom. From my own experience, this information is vital. It is often assumed that teachers know how to use classroom equipment. This often causes problems and embarrassment for beginning teachers.

One of the weaknesses of this book is an insufficient number of examples. In the chapter "How to plan lessons," no example or model is presented. A lesson plan is used near the back of the book, in a special section called "Task File," but it is difficult for the reader to find. Also, Harmer devotes a lot of time to conclusions at the end of each chapter -- this often seems redundant, since he lists the points as chapter objectives as well.

There are many books like *How To Teach English* on the market, including Pacific Press's *Teaching English in Asia* by Galen Harris Valle. That 1995 text focuses on the teacher, the class, life in Asia, and a few other topics. Although it is also a well-written book, there is too much material compared to *How To Teach English*. Harmer's book is better for the beginning teacher because of its simplicity. It is easy to read and it is more organized, despite its lack of sample activities.

Many Korean teachers may find *How to Teach English* appealing, especially the chapter on how to use and evaluate textbooks. Although a lot of schools decide the curriculum for the teacher, sometimes teachers do have input, but not necessarily the experience, in deciding what is ap-

propriate material for their students. This chapter gives basic guidelines. While the appendix on classroom equipment might appeal to Elementary School Teachers, I would recommend them to find another text more suited for their special needs. *How to Teach English* is a good primer for TEFL/TESL methods for teachers of adults.

The potential usefulness of this book to English teachers in Korea definitely outweighs its few shortcomings. A further reason that Jeremy Harmer's book is valuable is its focus on teaching in general. *How to Teach English* can be used with any country and language. This makes it especially ideal for the teachers who may be short-term teachers in Korea, and may teach elsewhere later in their career.

THE REVIEWER:

Mr. Teichert joined Dong-A University in March of 1998 as a Librarian/English teacher. He earned a bachelor's degree in Political Science at Hope College in 1991. He has also two Master's degrees: Library Science (University of Michigan 1993) and TESOL (Ball State University 1996). He has taught ESL as a substitute teacher at Western Michigan University and as a graduate assistant at Ball State University for three semesters. Mr. Teichert is a member of ALA (American Library Association), TESOL, and KOTESOL.

The Second Pan-Asian Conference (PAC2)
"English Teaching: Asian Contexts and Cultures"
October 1-3, 1999
Olympic Park Hotel, Seoul, S. Korea

Call for papers

The Second Pan-Asian Conference Committee invites presentation proposals for its second conference to be held in conjunction with the Korea TESOL annual conference in Seoul, October 1-3, 1999.

The conference is a joint partnership between JALT, KOTESOL, and Thailand TESOL in cooperation with IATEFL, TESOL Inc., ETA-ROC, TESL Canada, and the British Council. Presentation proposals are invited in the following English Language Teaching (ELT) areas in an Asian context:

- Cross cultural teaching methodologies and approaches
- Global and environmental education
- Trends in second language acquisition
- Testing and evaluation techniques
- Alternative approaches and methodologies
- Multi-media in language teaching
- Teaching techniques for mono-lingual classrooms
- Course and curriculum development
- Approaches to elementary and secondary school English education
- Issues in language and literacy
- Teaching in under-resourced environments
- EFL/ESL comparisons and contrasts
- English for specific purposes (ESP)
- CALL and its implications and roles in language classrooms
- Socio-linguistics in the classroom
- Teacher training and development
- On-going research
- Action-based research
- Classroom-based research

The closing date for the receipt of abstracts and biodata is January 30, 1999. Please see reverse side for instructions and abstract submission form.

The Second Pan-Asian Conference (PAC2)
"English Teaching: Asian Contexts and Cultures"
October 1-3, 1999 in Seoul, S. Korea

Please follow the instructions below or you will be asked to resubmit information:

1. Do **NOT** fax any documents. Submissions must be **received** by January 30, so allow time for mailing.
2. Submit **2 copies** of your abstract on separate sheets of paper. One copy **with** your name and affiliation, and one copy **with no** names and no affiliations.
3. **Proposal titles are limited to 9 words in length.**
4. Abstracts should **not exceed 150 words** and will be used in the program, so please edit carefully.
5. Bio data should be **not exceed 100 words** per presenter and should be in the *third person*.
6. For confirmation of receipt of proposal, please include an e-mail address or fax number.
7. Notification letters will be mailed by late May.
8. If you change addresses between submission and June 1, please notify the program chair directly of any change.

Presentation title: _____

Length: _____ 50 minutes _____ 80 minutes _____ colloquium

Type: _____ paper _____ workshop _____ poster _____ panel _____ colloquium (2 hours)

Number of presenters: _____

Equipment: _____ OHP _____ VCR _____ Cassette _____ Computer _____ Beam projector

Presentation time preferences (please mark at least 4 choices)

_____ Friday, October 1 9 am - 1 pm _____ Friday, October 1 1 pm - 6 pm

_____ Saturday, Oct. 2 9 am - 1 pm _____ Saturday, Oct. 2 1 pm - 6 pm

_____ Sunday, Oct 3 9 am - 1 pm _____ Sunday, Oct 3 1 pm - 4 pm

Name: _____

Affiliation: _____

Address: _____

E-mail: _____

Work fax: _____ Work phone: _____

Home fax: _____ Home phone: _____

Use separate sheets for your bio-data and abstract. See above for instructions on length.
Please mail your abstract to the address below so that it is **received by January 30, 1999.**

Pan Asia Proposal
Korea TESOL
P.O. Box 391
Seo Taejon Post Office
TAEJON, SOUTH KOREA 301-600

For more details or for information, please contact the program chair, Kirsten Reitan :
reitankb@sorak.kaist.ac.kr or 82-42-869-4698 (office)

KOTESOL'S LEADERSHIP RETREAT

by Michael Duffy

On the first weekend of December, Taejon's riverside Moon-wha Hotel provided a pleasant venue for the annual KOTESOL leadership retreat -- a grand get-together of newly-elected national and chapter officers, committee and department chairs, and one or two other interested parties. One outstanding piece of business remained from October's national conference. This was the election of a First Vice President, a rather important position since the holder will take over the presidency from Carl Dusthimer following next year's PAC2 Conference. Prof. Han Sang-ho of Kyongju University was duly elected. Congratulations and best wishes to him.



Newly-elected 1stVP Han Sang Ho (left) meets with Gavin Farrell and President Carl Dusthimer.

A retreat provides a rare opportunity for regional chapter representatives to compare notes and swap ideas on building their organizations. Two infant chapters, Chongju and Cheju, have recently joined the five long-running ones, and they will soon be joined in turn by two more when Cholla Chapter forms North and South divisions, and South Kyonggi (based in Suwon), is established. With four chapters planning conferences and two planning drama festivals in 1999, regional activity is going to reach unprecedented levels, and so a chance for newcomers to spend time kicking ideas around with old hands under the wise chairmanship of Doug Margolis was most welcome.

The Main Event of 1999 will, of course, be PAC2. Jane Hoelker, Research Coordinator and PR Chair for the Korean arm of the operation, presented a report on current progress on preparation for the conference, both here and in Japan. Her PR team presented a host of proposals for promotion, publicity and sponsorship, plus some ideas for the all-important PAC2 logo. PAC2, naturally, also involved the largest bud-



get to be proposed and passed; others were for the chapters, Tom McKinney's Technologies Committee, and the extremely active KTT. Carl Dusthimer's financial report anticipated a healthy balance for the coming year.

Amid all the hard work and seriousness, there was time for some light relief in the form of a game of "Truth or Dare", conducted, in the absence of our usual *Spielmeister* Andrew Todd, by Doug Margolis with a combination of charm and cruelty, sparing not even the KOTESOL president. Nonetheless, it was a long and busy weekend for those who attended from the opening on Friday evening. It was not until late Sunday afternoon that the last participants departed, ready for the year of hard work that lies ahead.

LIOJ International Summer Workshop for Teachers of English

The Language Institute of Japan Summer Workshops are perhaps Asia's most recognized Language Teacher Training program. In the past few years, KOTESOL has had scholarships for this program. We would like all KOTESOL members to consider attending this high-powered teacher development program. Last summer Yeom Ji Sook (of Seoul) was KOTESOL's scholar; she reports as follows:

The first LIOJ Workshop was offered in 1969, which makes the LIOJ International Summer Workshop for Teachers of English one of the oldest ongoing teacher training conferences in Japan. To date, over 3,700 English teachers have attended the Workshop.

Each year, many well-known teacher trainers in the fields of language teaching and intercultural communication have been

guests at the Workshop. The Summer Workshops have hosted guests and scholars from Cambodia, China, Indonesia, Korea, Laos, the Philippines, Singapore, Thailand and Vietnam.

Morning Classes run three hours a day for the duration of the Workshop. Prior to the Workshop, participants select a class to join, and continue with that class throughout the week. The morning classes are always popular for a number of reasons, one of which is that they give the participants the opportunity to share some of their own expertise with their peers.

In addition to the professional development activities, we had some fun in the Workshop. Besides the opening and closing night parties and an evening out in the town of Odawara, in the middle of the week LIOJ hosted "International Night,"

which is always very popular. Participants spend an evening exploring displays from different countries around the world, and watching cultural performances.

I could share tons of teaching ideas and information, and moreover make a lot of friends. It was one of the most wonderful experiences I have ever had.

For more information on the Workshop, feel free to contact us at

www.geocities.com/Athens/Delphi/4091
lioj@pat-net.ne.jp

or at
 LIOJ Asia Center Odawara
 4-14-1 Shiroyama
 Odawara, Kanagawa 250-0045 JAPAN
 Tel: +81-465-23-1677
 Fax: +81-465-23-1688

ADV

THE 1999 KOTESOL PUSAN CHAPTER CONFERENCE CALL FOR PAPERS

Moving into the Millenium: New Visions for New Times

May 8, 1999 in Pusan, S. Korea

The deadline for receipt of proposals is March 31, 1999

The '99 Conference Committee invites presentation proposals in all areas relevant to teaching and learning English in the environment of NE Asia, specifically Korea. Presentations will be limited to 50-minute slots. Post, fax, or e-mail your proposal to:

Terri-Jo Everest
Pusan University of Foreign Studies
I.L.E.C.
55-1 Uamdong, Namgu
Pusan 608 738
SOUTH KOREA

Office Fax: +82- (0)51-642-9387
(Write "To Terri-Jo" at the top of the fax!)
Office Phone: +82-(0)51-640-3228
Beep: 015-7905-5596
E-mail:* <teverest@taejo.pufs.ac.kr> AND
<teverest@hotmail.com>

* E-mail is preferred. If e-mailing, please send to both e-mail accounts above.

IMPORTANT INFORMATION

1) Note that proposals must be received by March 31, 1999. 2) By mid-April, those submitting papers will be notified concerning acceptance. 3) Please notify Terri-Jo Everest directly of any change in address.

**THE 1999 KOREA TESOL PUSAN CHAPTER CONFERENCE
PRESENTATION PROPOSAL**

Presentation title (*maximum 9 words*): _____

Type (check one): Workshop Paper Paper/Workshop Panel Colloquium

Level (check all that apply): Elementary Secondary University Adult Education

Equipment needed (check all that apply): OHP VCR/TV Cassette Computer

Number of presenters for this presentation: _____

List the following contact information for each presenter (Use a separate sheet if necessary):

Name: _____ E-mail: _____

Work phone: _____ Home phone: _____

Affiliation: _____ Fax: _____

Address: _____

Biographical data: Write a brief personal history for each presenter. *Use the third person* ("he", "she", NOT "I"). Maximum length: 100 words. Use a separate sheet if necessary.

Use a separate sheet for your abstract. Include the title, presenter's (presenters') name(s), and affiliation on each proposal submitted. Maximum length: 150 words.

*For more information, contact Terri-Jo Everest (President) above or
Jeanne Baek (1st Vice President) at 019-551-0246 or jeannb@hotmail.com*

An Invitation to join the Second Pan-Asian Conference

PAN-ASIAN Series of Conferences - PAC2

Location: Olympic ParkTel, Seoul, South Korea

Theme: TEACHING ENGLISH: ASIAN CONTEXTS AND CULTURES

Date: October 1, 2 & 3, 1999 (Friday, Saturday, Sunday)

Welcome to PAC2 and three exciting days in which to develop further your teaching skills, to network with colleagues from a variety of Asian contexts, make new friends from many Asian cultures, job hunt and explore state-of-the-art educational materials and up-to-date developments in the EFL language teaching field.

KOTESOL is proud to host PAC2, the Second Pan-Asian Conference in the series of conferences, research projects, publications and programs dedicated to EFL in the Asian classroom. The conference is a joint partnership among JALT, KOTESOL, and ThaiTESOL in cooperation with IATEFL, TESOL, Inc., ETA-ROC, and TESL Canada. Take part in Asia's cutting edge international conference on teaching and learning English as a Foreign Language.

Speakers include Claire Kramersch, world-renowned speaker on Foreign Language Acquisition, of the University of California at Berkeley, Kathleen Bailey, TESOL, Inc. President, and Penny Ur, author for CUP.

Just 30 minutes by subway from Kimpo International Airport in Seoul, the easily accessible Olympic ParkTel, former host of the 1988 International Olympics, is the historic venue for PAC2. The site hotel can room up to 200 guests, has a coffee shop, and lounge areas for socializing. Numerous hotels, guest houses, eating places and restaurants surround the site.

The three days of the conference will bring together those working, learning and researching in the Asian classroom: teachers of children, teachers from junior high, senior high, language schools, colleges and universities; publishers; researchers; freelance teachers; students and corporate language trainers.

More than 100 publishers will display the latest materials for the Asian classroom in textbooks, videos, resource books, linguistics titles, and software at the Educational Materials Exhibition (EME): the single, largest display of of EFL materials in one place anywhere in Asia.

The program includes over 200 presentations and events: in-depth colloquia, The Pan-Asian Youth Forum, poster presentations, workshops, demonstrations, papers, the Pan-Asian Focus on Materials swap meet, discussions, social events, job information and interview opportunities and professional upgrading possibilities.

Teaching English: Asian Contexts and Cultures is a celebration of language teaching and learning -- a support and exchange network conceived by teachers for teachers. See you at the Olympic ParkTel in October, 1999 at PAC2.

For further information, contact: KOTESOL General Office, P.O. Box 391, Seo Taejon 301-600, South Korea, (T) 042-255-1095, (F) 042-255-1096, Email: kotesol@chollian.net. Or, check the PAC2 Internet site URL at <<http://www2.gol.com/users/pndl/PAC/PACmain/pacintro.html>>.

PAN-ASIAN Series of Conferences - PAC3

Location: Kitakyushu, Japan

Theme: 2001: A Language Odyssey

Date: November 22 to 25, 2001 (Thursday to Sunday)

Resume Building...

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

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

Papers are welcomed in KOTESOL's two professional publications: *The English Connection (TEC)* and the *KOTESOL Journal*. (See page 15 for the *Journal's* Submission Guidelines, and page 18 for the *TEC* Contributor Guidelines.) *Conference Proceedings* are available as well.

Presentation opportunities are too numerous to count, in this issue we present Calls for Papers on the upcoming Pusan and PAC2 conferences. Every Chapter meeting hosts one or two presentations. KTT needs more participants (see contact info on page 31). And other presentation opportunities are presented in the Calendar section of TEC, and in announcements on KOTESOL-L (see page 29) and occasional mailings.

Group work more your style? How about working for conference development, or in on-going chapter activities? Look for contact info for any KOTESOL activity on pages 30-31.

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

Have an idea for something you want to do, that KOTESOL isn't already doing? Contact one of the executives listed on pages 30-31, and share your ideas!

Demetra Gates is the editor of the new Ko-Ed (Education Issues in Korea) column, which begins in the March '99 issue. "Ko-Ed" submissions should discuss current issues as they relate to the area of education in Korea. Please feel free to submit your ideas or papers (less than 800 words, plus a 50 word author's bio) to Demetra -- see page 4 for contact details for all TEC submissions.

Volunteer: From Publishing to Teacher Development, KOTESOL is where it's happening. Contact the officers and chapter reps listed on pages 30-31 for more information.

Calendar

edited by
Robert J. Dickey

CONFERENCES

Jan 21-23 '99 ThaiTESOL International Conference

"Towards the New Millennium: Trends and Techniques." Ambassador Hotel, Bangkok, Thailand. Info: Suchada Nimmanit (Tel/Fax) +(66-2) 218 6027. (Email) <flngsnm@chulkn.car.chula.ac.th>

Jan 28 '99 "Directions of Elementary School English Education Toward the 21st Century". KAPEE

(Korea Association of Primary English Education) Seoul National Univ of Education (GyoDae) Info: Dr. Lee Jae hee, Inchon National Univ of Education (Tel) 032-540-1334

Jan 31-Feb2 '99 International Conference on

Language Policy and Language Planing: Issues in ELT. British Council, Dhaka, Bangladesh. The focus is on extending the understanding of the international ELT community in the area of language policy and language planning. The conference also seeks to encourage the development of women in and through ELT and is interested in the broader issues of ELT and development. Info: Tom Hunter, The British Council, 5 Fuller Rd., Dhaka, Bangladesh. (Tel) 868905-7 (FAX) 863375 (Email) <thunter@TheBritishCouncil.net>

Feb 18-20 '99 British Columbia TESOL (BC TEAL) Conference. Vancouver, British Columbia, Canada. Contact Contact Kris Mirski or Kirsten Bunton, BC TEAL, 106-3195 Granville St., Vancouver, British Columbia V6H 3K2, Canada. (Tel) 604-736-6330 (Fax) 604-736-6306 (Email) <bctéal@unixg.ubc.ca> (Web) <http://www.vcn.bc.ca/bctéal/>

Feb 20-22 '99 "Curriculum and textbook: new trends and development". Nepal English Language Teachers' Assn. Pokhara, Nepal Info: NELTA

General Secretary, GPO BOX NO. 11110, Kathmandu, Nepal
(Email) <awasthi@jai.wlink.com.np>, <ra-giri@nelta.wlink.com.np>, <qep@wlink.com.np>

Feb 23 '99 KATE Pre-Conference Workshop. Hannam University, Taejon. see details next entry.

Feb 24 '99 "New Horizons in English Education for the 21st Century". KATE '99 Winter Conference. Hannam University, Taejon. Info: Ahn Byung-kyu, General Secretary, KATE (Tel) 062-530-2438 (Email) <ahnbk@orion.chonnam.ac.kr>

Feb 27 '99 VIDEOCONFERENCE "Evaluation Matters: A Close Look." National Council of Teachers of English (NCTE). Professional development services videoconference. Info: NCTE: 1111 W. Kenyon Rd., Urbana, Illinois 61801-1096. (Tel) 217-328-3870 (Fax) 217-328-0977

Mar 8-14 '99 TESOL Annual Conference. New York. Info: TESOL, 1600 Cameron St., Suite 300, Alexandria, VA 22314-2751, USA (Email) <TESOL@TESOL.EDU> (Web) <<http://www.tesol.edu/>>

March 20 '99 ??? Seoul Chapter Conference.

Mar 27, '99 "Individual Differences in Foreign Language Learning: Effects of Aptitude, Intelligence and Motivation", Aoyama Gakuin University, Tokyo. Info: Peter Robinson, (Individual Differences Symposium) Department of English Aoyama Gakuin University, Shibuya, Shibuya-ku, Tokyo 150-8366, Japan (Email) <peterr@cl.aoyama.ac.jp>

Mar 28-April 1 '99 IATEFL 33rd International Annual Conference. Edinburgh, Scotland. Info: IATEFL, 3 Kingsdown Chambers, Kingsdown Park, Whitstable, Kent CT5 2DJ, England. (Tel) 44-0-1227-276528 (Fax) 44-0-1227-274415

Apr 16 '99 "English Teacher Education for the 21st Century: New Perspectives on Professionalism". Tamkang Univ, Tamsui, Taipei Hsien, Taiwan. Keynote Speaker: Diane Larsen-Freeman, SIT. Info: Mary (FAX) (Taiwan) 02-2620-9912 (Tel) 02-2621-5656 x 2342, 2343

CALL FOR PAPERS

Apr 19-21 '99 "Language in the Global Context: Implications for the Language Classroom." South-east Asian Ministers of Education Organization (SEAMEO) Regional Language Centre (RELC) Seminar. Singapore. Contact Yolanda Beh, SEAMEO RELC, 30 Orange Grove Rd., Singapore 258352 Republic of Singapore. (Tel) 65-7379044. (Fax) 65-7342753. (Email) <ybehrelc@singnet.com.sg.>

May 8 '99 "Moving into the Millenium: New Visions for New Times". Pusan Chapter Conference. See Call for Papers on page 25.

May 22-25 '99 CALLing Asia, the 4th Annual JALT CALL N-SIG Conference on Computers and Language Learning. Workshops and various other types of computer presentations will be held in the brand new "State-of-the-Art" computer facilities at Kyoto Sangyo University in Kyoto. Info: <http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>

July 24 '99 "Growing with English: Working with children and young adults". KOTESOL Taejon Chapter/KOSETA Taejon Chapter. KAIST Language Center, Taejon Info: William Schmidt, KAIST (Email) <schmidt@sorak.kaist.ac.kr> (Tel) 042-869-4691

Aug 2-6 '99 "The Roles of Language in the 21st Century: Unity and Diversity." AILA '99. Tokyo. The Organizing Committee for the International Association of Applied Linguistics '99 Tokyo (AILA '99 Tokyo) in conjunction with the Japan Association of College English Teachers (JACET) and the Japan Association of Applied Linguistics in JACET (JAAL-in-JACET) are pleased to host the 12th World Congress at Waseda University in Tokyo. (Web) <http://langue.hyper.chubu.ac.jp/jacet/AILA99/index.html>

Oct 1-3 '99 PAC2 Conference. Seoul.

KOTESOL-L Email Discussion List
Join us online. Send an e-mail message with "sub KOTESOL-L (your name)" as the message body to <listserv@home.ease.lsoft.com>.

due Jan 15 '99 for Feb 20-22 '99 "Curriculum and textbook: new trends and development". Nepal English Language Teachers' Assn. Pokhara, Nepal. NELTA is organising its SIXTH INTERNATIONAL CONFERENCE, a professional get-together of a large number of ELT practitioners, methodologists, textbooks/material writers, teacher trainers, etc. from all parts of Nepal and abroad. The participants at the Conference are usually ELT practitioners from public as well as private educational organisations and from all levels - primary to university. The presentations may be done on any areas of English Language Teaching including: * Curriculum and syllabus design * Communicative syllabus * Modern trends in curriculum design * Communicative textbook * Modern trends in textbook design * Role of textbook in ELT classroom * Supplementary materials * Teachers' manual/guide * Relation between the curriculum and textbook * Becoming a textbook writer * Teacher as a textbook writer * Teacher as a curriculum designer * Current methods and curriculum * Current methods and textbook * Issues in curriculum design * Issues in textbook writing The Conference will organise plenary sessions, talks/papers, workshops, poster presentations, etc. Exhibitions of ELT materials and books will also be organised. Info: NELTA General Secretary, GPO BOX NO. 11110, Kathmandu, Nepal (Email) <ra-giri@nelta.wlink.com.np>, <awasthi@jai.wlink.com.np>, <qep@wlink.com.np>

due Feb 7 '99 for May 22-25 '99 CALLing Asia, the 4th Annual JALT CALL N-SIG Conference. Workshops and various other types of computer presentations will be held in the brand new "State-of-the-Art" computer facilities at Kyoto Sangyo University in Kyoto. Info: <<http://langue.hyper.chubu.ac.jp/jalt/nsig/call/call1.html>> Proposal Info: <<http://langue.hyper.chubu.ac.jp/c@ll/conferences/call99>>

cont. on p.34

Moving? Remember to keep in touch. Send address and contact information changes to the KOTESOL Central Office. Use the Membership Form near the back of this newsletter.

Who's where in KOTESOL

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KOTESOL DEPARTMENTS

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Kim Jeong Ryeol, PAC2 Conference Co-chair (see listing under National - Publications Chair)

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Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

Bylaws (Adopted April 1993 Amended March 1998)

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 the those members whose membership would lapse on the date of the Annual Business Meeting in 1998, their renewal year will commence on October 1, 1998.

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

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

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

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

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

2. 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.

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

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

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

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

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 Cochair shall become the Chair of the National Conference Committee.

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

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

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

3. 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.

ADV

cont. from page 29

due Feb 7 '99 for May 8 '99 "Moving into the Millenium: New Visions for New Times". Pusan Chapter Conference. See Call for Papers on page 25.

EVENTS

May 15 '99 Annual Spring KOTESOL Drama Festival at Hannam University in Taejon. Prepare your students to compete in short acts/skits. Details to follow.

EMPLOYMENT OPPORTUNITIES

The Language Institute of Kyungbook National University in Taegu has an opening for three full-time English instructors. Duties include teaching small classes up to 25 hrs/wk. Qualifications: BA or MA in English related field, ESL/TESL preferred. Salary: 1,800,000;-2,000,000 won per month. Medical coverage, one month's severance pay per year, free

housing. Send resume to Dr. Kim Kee-chan, Language Institute, Kyungpook National University, 1370 Sankyuk-dong, Puk-ku, Taegu, 702-701 (Tel) (053)950-6731 (Fax) (053)950-6730 (Email) kckim@kyungpook.ac.kr.

SUBMISSIONS

All information on upcoming conferences or other teachr-related events, as well as job opportunities, should be at least three months in advance to:

Robert Dickey, Hanmaeum Town 103-202, Gyo-dong, Miryang, Kyungnam 627-120 (Email) <rjdickey@soback.kornet21.net>

Check the KOTESOL webpage at <http://www.chollian.net/~KOTESOL/> for the most current information!

Exciting Job Opportunity with Teacher Training Institute International !!

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Institution: Hyundai Yong-O-Sa Co., Ltd.

Department: Teacher Training Institute International (TTI Int'l)

Teacher Training Institute International, a non-profit institution of Yoon's English Academy, is an intricate part of Hyundai Yong-O-Sa Co., Ltd. TTI Int'l was established in January of 1997 to provide advanced EFL (English as Foreign Language) and TEFL (Teaching English as Foreign Language) training to elementary and secondary public school teachers.

In the year 1998 alone, TTI Int'l has trained over 3,000 public school teachers all over South Korea. In addition to specializing in advanced education for public school teachers, TTI's long-term goals include developing English proficiency tests for national use, and publishing a wide range of EFL and TEFL texts and materials. TTI also sponsors courses, seminars, and conferences in association with the University of California at Los Angeles, IATEFL, KOSETA, KAESST, the British Council, and many other organizations.

The Teacher Training Specialist is responsible for teaching EFL instruction methodology and conversational English to Korean public school teachers as well as developing EFL teaching strategies and curriculum. The position is based in Seoul, (right across the street from the Olympic Park), however, special workshops and seminars are conducted throughout the year in other parts of the country.

TTI Int'l would like to invite any dedicated educators who have the heart for EFL teaching and curriculum development to come and work with us.

Minimum Qualifications:

- 1) Cooperative attitude and spirit (Must be a team player)
- 2) Experience or knowledge in teaching phonics (preferred)

3) M.A. (preferably in ESL, TEFL, TESOL, Education, or Linguistics)

4) At least one year of ESL or EFL teaching experience

Salary & Benefits:

- Comfortable and professional working environment
- Monthly salary of 2,500,000 won
- Contracts are for one year.
- Severance pay (1 month salary per year of employment upon completion of final contract)
- 14 day paid vacation
- Furnished individual apartment
- Health benefits (medical & dental)
- VISA sponsorship
- Breakfast and lunch free of charge in the company cafeteria

Work hours: 8:30 a.m. - 5:30 p.m. (Mon. through Fri.)

Work hours can be adjusted when there is an evening class.

For consideration, please send a cover letter and resume by January 30, 1999 to:

Richard Yi, Coordinator, TTI Int'l

448-10 Hyukje B/D Seongnae-dong, Kangdong-gu Seoul, Korea 134-030

Other documentations will be requested if you are selected for an interview.

For information, please contact:

Richard Yi

E-mail: ryi@ecc.co.kr

Phone: 02-2225-5783

Fax: 02-2225-5898

Korea TESOL

Membership Application / Change of Address

Please fill in each item separately. Do not use such timesaving conventions as "see above." The database programs used to generate mailing labels and membership directories sort answers in ways that make "see above" meaningless. Long answers may be truncated. Use abbreviations if necessary.

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- Institutional (100,000 won/year)
- Commercial (600,000 won/ year)
- International (US\$50.00 / year)
- Life Time (400,000 won/ year)

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Mail or FAX this form to:

KOTESOL Central Office P.O.Box 391 Seo-Taejon 301-600
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ADV