

The Newsletter of Korea Teachers of English to Speakers of Other Languages Sept. 1999, Vol. 3 No. 5

Postmodern Liberation from the Dominance of Native Speaker English

Lynne T. Diaz-Rico, CSU, San Bernardino

The world wants English, and teachers of English to speakers of other languages are in demand. English is the globe's Tongue of Traffic. But wait-- all teachers of English are not created equal. Some were born with English as a Mother Tongue, and received English as a sweet baby birthright. Others gained English as a StepMother Tongue: as a second language, flavored with the bitter taste of hard work and non-native speaker accent. In the postmodern world, what does this difference bode?

Prejudice against NonNESTS. In the **modern** world, the difference between Native English Speaking Teachers (NESTs) and Non-Native Speaking English Teachers (NonNESTS) was often pronounced (pun intended). Discrimination abounded. In Turkey, NESTs often worked on a salary scale twice that of NonNESTS. In Taiwan, private schools flooded the boulevards with billboards advertising blond, blue-eyed NESTs like movie

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



The English Connection

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

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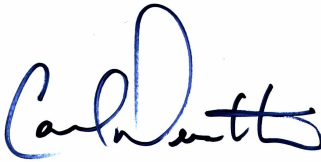
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Touche



President's Message by Carl Dusthimer

Sixty three million, seventy two thousand seconds as President of Korea TESOL. And I enjoyed every single one. That may be stretching it a little ... or a lot. If you take a minute (sixty seconds in this context) and reflect on your job, as a teacher, an administrator, a coach, an advisor perhaps, I imagine you could apply any number of adjectives to describe what you do. Hopefully, once you have exhausted those adjectives that come to mind, and you divided them into the categories of positive and negative, the positive side will be a bit longer. And as with most of us, when we reflect on what we do and what we have done, we tend to think about or focus on that positive side. There is, of course, a time for critical reflection, but I would like to focus here on what I enjoyed during my term as president, as it is these memories for which I am grateful to Korea TESOL, with all of its colorful personalities and organizational idiosyncrasies.

I enjoyed the meetings (of all persuasions), which featured, along with long winded discussions ironing out policy and other details, lunch. No, actually, the meetings were the times where we could get together face to face and make the decisions necessary to move the organization forward to attain the goals we set for ourselves. I enjoyed (not!) all of the fascinating e-mail discussions. This may

be because e-mails over 100 words cause some kind of phobic reaction in me. I have, however, greatly appreciated these electronic discussions, as they allowed us to lay the groundwork prior to our meetings. I also enjoyed the fruits of these meetings: the conferences, the drama festivals, the publications and other projects. Conferences afford us the greatest opportunity to reach the most people offering the broadest range of relevant information. The drama festivals are simply amazing. Watching students of all ages and levels of English get up on stage and perform is incredibly rewarding, both as a teacher and an organizer. And the publications do what our other projects can't. They document what the organization does and accomplishes for later use and reflection. Not a bad combination.

I enjoyed most of all the common thread that runs through everything mentioned above. The people. It is the people I have had the privilege to work with that has made it all worthwhile. KOTESOL has afforded me the chance to make friends, to meet and build personal and professional relationships with colleagues virtually all over the world. It truly is the people who make an organization. In the rush to get things done, sometimes that is forgotten. Let us not.

I feel I would be remiss in this, my final message, if I didn't say a couple of things about my hopes for the future of the organization. I hope KOTESOL continues to develop relationships with other ELT organizations in Korea and abroad. This inter-organizational cooperation and collaboration can only benefit all teachers in Korea. I also hope we can strengthen the programs we have begun, including chapters, our foundation, and others like KOTESOL Teacher Training. Finally, I hope the idea of SIGs (Special Interest Groups) will find its place in KOTESOL. The idea of teachers sharing and working with others in their specific areas of interest seems only logical and has, I believe, great potential to make Korea TESOL a more effective teachers' organization. Enough said.

Almost. I would just like to add that I can think of no better way to end this presidency than to meet you at PAC2, the culmination of a great deal of hard work by a great many great people. See you there. Cheers!

Postmodern Liberation from the Dominance of Native Speaker English

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stars. In Hong Kong, a Chicago-born (and Chicago-sounding) Korean-American could not get a job because he did not **look** like a NEST. In Puerto Rico, jobs in the English Department of the University of Puerto Rico were taken by native speakers; NonNESTs worked in Undergraduate Studies (basic English).

Postmodernity shifts the balance. Will this pervasive dominance by NESTs endure? One can hope that in the postmodern world, these discriminatory circumstances are changing. The postmodern shift entails transformations in four domains: postmodern concepts of identity, postmodern deployment of technologies of knowledge, postmodern insight into institutional coercion, and postmodern vision of the English language itself. Changes in NEST-Non(NEST) relations are inevitable due to the combined impact of these domains.

New identities. Postmodern identity is flexible. Until now, in the modern world, we were largely creatures of birth. Our birth culture gave us our primary view of reality along with our primary language. If this was not English, we were forever excluded from the "First Circle" of native English speakers. Only the brilliant overcame this ring-pass-not. Nabokov was a genius in Russian and English. Conrad offered his "Heart of Darkness" not in Polish, but rather in English. Now the Empire has written back, and post-colonial literatures sell well in polyglot London and elsewhere. If the non-native speaker can write and be read, then the NonNEST teacher can instruct and be respected. Postmodern teachers are polycultural. There are no boundaries to identity except those we place on ourselves. Identity flexibility is a new freedom which is only useful if embraced.

Colonialism brainwashed the colonized. Ironically, NonNESTs were often complicit in the dominance of NESTs. Modern colonial empires were governed by a handful of colonizers; the system depended upon colonized peoples internalizing a double standard of worth. And colonialization by modernity was inescapable. First world, third world... everyone was taught that progress is good, tradi-

tion in the enemy of progress, refrigerators were better than iceboxes, and some accents were good and others were, well, not-so-good. The modern dominance of the native speaker depended upon a sense of inferiority on the part of the non-native speaker, a sense of deference to the superiority of the native speaker.

blocks were complicit in dual standards of status, thus employability. In the postmodern shift, this cultural resistance is acknowledged. The fears of cultural detriment and/or loss of identity are openly discussed. English is not the enemy of tradition, but one more vehicle for cultural change. Something is lost and

Who best knows the needs of the learner? NonNESTs know the learners' needs because they are that learner. Therefore, excepting that rare NEST who grew up in the native culture (the true hybrid child of the colonizer), the NonNEST is a more sensitive teacher for the NonNEST learner.

But colonialism always carried the Shadow of the Oppressed, the duplicity of love-hate toward the ways of the colonizers, including the language of colonization, in this case, English. Native peoples who accepted English as a trade patois often rejected English in the home and in the salon. "Proper folks" did not speak English well, lest they be accused of "putting on airs" or betraying their home language. A good accent in English was a sign of the Traitor. In this way, a barrier was erected and maintained: English may have penetrated the market but not the home, not the hearth, not the heart. Many learners nurtured the secret fear of English being learned all too well by the heart, that the target culture would infect and spoil the internalized primary culture. The chief fear: that loyalties divided between English and the native language would disrupt family life or cause other loss. In this way the colonized maintained non-native-speaker status as a loyalty oath to the native culture. This institutionalized a double standard. No one enforced this duality better than the colonized peoples themselves.

Facing up to cultural resistance. Then why is postmodern identity such a powerful engine to break through the barriers of native speaker hegemony? We used to **suspect** that cultural resistance caused blocks in second language acquisition, but did not realize the extent to which these

something is gained when cultures change. Dealing with cultural resistance - resistance which is internalized in the learner - directly opens inner avenues that make new identity investments not only possible, but also desirable.

By reducing inner resistance, identity investment can be more fully mobilized, and the learner is free to adopt a more flexible orientation toward identity. This brings additive rather than subtractive identity. As we accept the facets of ourselves that embrace modernity, we are no longer ashamed to acknowledge the parts of ourselves that are traditional, that are indigenous, that are primordial, timeless, and not at risk through change. As learners of English we embrace Identity2, the English-Influenced-Us, yet we nourish the Multicultural Within. Polyidentity, then, activates and energizes language acquisition. NonNESTs are free to sound like NESTs, because English people accept accented English as "cool" and **formerly colonized peoples** accept good English accents as "not-a-threat-to-the-nest" (pun intended).

Technologies of knowledge. The four major components of postmodern techniques of knowledge are *poststructural constructionism*, *intercultural positioning*, *meta-rational thinking*, and *cybertutorial technologies*.

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Poststructural constructionism endorses the interactive creation of meaning between information and the learner. Meaning is not "out there," in the texts of the class or in the tongue of the teacher. Meaning resides in the hearts, minds, and intent of the learners. Teachers leave behind one-size-fit-all methods and negotiate activities and objectives based upon the needs of the learners. Who best knows the needs of the learner? NonNESTs know the learners' needs because **they are that learner**. Therefore, excepting that rare NEST who grew up in the native culture (the true hybrid child of the colonizer), the NonNEST is a more sensitive teacher for the NonNEST learner. This is simple logic, but inescapable.

Intercultural positioning incorporates the primary language and the primary culture of the learner in the teaching of English. Postmodern ESOL is about mindful and culture-ful learning. This new emphasis uses the home culture, the primary means of socialization, as a springboard to fluency in English. English lessons that ask students to draw upon their primary knowledge of how the world works in order to acquire a set of alternative ways-- target culture ways-- permit that learner to feel more in control, to acknowledge differences and compare

emotion into the English classroom. The arts, music, the realms of fantasy and image enrich the curriculum and open doors to the acquisition of imaginative language functions. Often this freedom enriches the learner, permitting the translations of cultural icons and myths into English or stimulating the creation of new hybrid mythologies. The whiff of postmodern, anti-modern and neo-traditional art that wafts into the English classroom-- art of the surreal, of performances and installations and magical reality-- is a welcome antidote to rote vocabulary and dreary verb declensions.

Cybertutorial technologies bring the voice of the native speaker into the classroom without necessarily expensively employing the body. This is the ultimate irony of post-colonialism, the final dismissal of the NEST as employee: "We have your image, your accent on file, your virtual voice-- we don't need you as a reality." An international information web empowers the employer to eliminate the need for NESTs. Students who surf the Web to complete projects for class can process English purposefully and independently, becoming, in effect, their own tutors, creating their own exposure to native accents without colonial baggage. The role of the NEST is still necessary,

of students' language toward creative ends, rather than deploying the power of the institution to control the goals and purposes of student's English acquisition. Another irony-- teachers who teach well rise above NEST-NonNEST dichotomy, because powerful results constitute the "bottom line." A good English teacher is, in turn, a powerful learner of English, with NonNESTs working to approach native speaker proficiency; this circulates back to the NonNEST teacher as enhanced employability. The best teachers are those who have found something to love about English, for themselves and for their students-- whether or not they were born on the right side of the dictionary. Learning itself is the ultimate power, greater than any single institution. The mind of the learner is the real bankable power.

NESTs have much to gain by working in partnership with nonNESTs. By observing the ongoing English learning of NonNESTs, native speakers can themselves be encouraged to learn a second and third language. By turning over the reins of power abroad to nonNESTs, native speakers gain the freedom to return to their own countries and teach English; at least in the United States their efforts are much needed in ESL classrooms. In the best of all possible worlds, in the coming years both NonNESTs and NESTs can travel more widely and be employed more flexibly in the capacity of English teacher. By acting as consultants and moving more freely between countries, both NESTs and NonNESTs can more generously share professional expertise and bicultural experience. Thus decreasing power differentials will benefit both NESTs and NonNESTs.

The best teachers are those who have found something to love about English, for themselves and for their students-- whether or not they were born on the right side of the dictionary. Learning itself is the ultimate power . . .

cultures without mindlessly layering new ways atop traditional ways. Allowing the learner to be a gatekeeper of cultural values and carefully to consider the impact of new values upon traditional values brings caution and safeguards to the acquisition of language and culture. Intercultural communication is the core of the new English language curriculum rather than the periphery.

Postmodern technologies do not engage solely the rational mind; the imaginary has become a powerful source of fluency. *Meta-rational thinking* admits beauty and

but as a materials designer, organizer of instruction rather than as direct provider. This permits more intelligent deployment of native speakers as the number of English learners skyrockets.

Postmodernity and power. In the postmodern shift, power circulates. Dual language acquisition is powerful because when power circulates between cultures, between peoples, a synergy is born that stimulates knowledge. The postmodern toolkit includes knowledge tools for empowering ourselves and our students. Postmodern teachers channel the power

EIL as Postmodern Patois. The postmodern shift re-envisioned the English language itself. Postcolonial English is not World English. It is the world's language. English as an International Language has multiple vernaculars, and speakers have their own dialects, purposes, prejudices, and predilections. This is liberating; it can expand the rights of others the world over to access English. Conversely, this may foster discrimination and misunderstanding unless varietal English gains a sense of equity, respect, and fondness on the part of previously colonized peoples. Teachers who

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are trained for EFL contexts need explicit background in EIL issues. It would also be helpful to have these prospective EFL teachers gain insight into power relations and hegemonic practices in countries where English is spoken.

New opportunities or new oppressions?

Teachers of English are poised at the edge of an enhanced global mission. If we learn to esteem the ability of ourselves and our students to take on flexible identities, explore the mind deeply and begin to evoke its potential for self-regulatory and accelerated learning, and extend to all speakers the honor they are due as acquirers of English, we can fully realize the possibilities of the postmodern world. Non-native speakers/teachers of English have much to offer English and much to teach native speakers about the challenges of learn-

ing this complex tongue. Not only do English learners stand to gain much through true partnerships between NESTs and NonNESTs, but the world stands to gain a greater humanity and equity by these efforts.

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The English Connection Contributor Guidelines

The English Connection is accepting submissions on matters related to the teaching of English as a second or foreign language. Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea and commentary on issues facing the TESOL profession. See page four for contact information.

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

Feature articles should be 1,500-3,500 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

Short Features or Reports should be 500-1500 words and should focus on events of interest to TESOL professionals of a noncommercial nature.

Guest Columns should be limited to 750 words. *The English Connection* publishes columns under the following banners: "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); and "FAQs" (questions about the TESOL 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 cannot be returned. *The English Connection* retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt.

Views On Inter-Racial Marriage in Korea

BY PATRICK M. GUILFOYLE

Foreigners who are married to Koreans cannot and should not be compared to other foreigners living in Korea. Everyday we experience Korea in ways unlike those who are not married to Koreans. We eat, live and breathe Korea! Chances are, we have been living in Korea longer than the average foreigner and plan on staying in Korea for a long time to come. We pay taxes, have purchasing power, and respect and support Korean culture. Just because we may not be Korean citizens doesn't mean that our opinions and voices should go unheard.



A simple fact of life when studying world cultures is that culture is dynamic, not static. As more foreigners come to Korea and more Koreans go abroad, some aspects of Korean traditional culture are bound to change! If the issue of interracial marriage is not examined, then people's ignorance may breed contempt.

I decided to write this article because every time my students find out that I'm married to a Korean, they are very curious. At this point, I feel that it is very important and healthy for people to examine their views of interracial marriage. When I visit a classroom for the first time, I let people know that I am married to a Korean woman. I show them some photos of my wife my in-laws and me. I also show them a short ten-minute video of my home city. The ensuing conversation is very interesting and helps create a good bond between my students and myself. Students come to see my marriage to a Korean as normal. They also realise that love holds no ethnic boundaries.

To explore the views held about interracial marriages in Korea, a survey was conducted of foreigner and Korean attitudes.

KOREAN CITIZENSHIP & VISA REGULATIONS

As interracial marriage becomes more common in Korea, the issue of Korean citizenship and visa regulations becomes very important for the spouse of a Korean national living and working in Korea.

Having to make visa runs and renew work and family class visas brings great inconvenience and financial hardship upon interracial families. It's time for Korea to enter the 21st century with an Immigrant Visa policy which is comparable to global norms.

INTER-RACIAL COUPLES ATTITUDINAL SURVEY

An attitudinal survey of ten interracial couples was conducted. The survey was divided into three sections: (1) before marriage, (2) current married life and (3) children.

Sixty percent of the couples met through introductions, twenty percent met at work, and twenty percent met at social get-togethers. The most common areas of attraction were intelligence and personalities.

Most Korean parental concerns about their son or daughter marrying outside Korean culture centred on possible cultural problems and miscommunication that might arise.

The biggest obstacles to marriage couples faced to marriage were paper work and religious differences.

The two most common problems couples faced while married were cultural differences and in-law problems. As one native English speaker married to a Korean woman put it "We think and form thoughts differently. This is something we both have to understand."

Interracial couples' exchange cultures "No matter who we are or where we come from, we form similar views about interracial marriage because we experience it first hand everyday". (An English speaker married to a Korean woman.)

Seven respondents had or were expecting children. These respondents expressed concerns about Korean society accepting their

marriages and families and about the quality of the Korean educational system.

KOREAN ATTITUDINAL SURVEY

Fifty-four people were surveyed about their attitudes towards interracial marriages.

Forty-eight respondents view interracial marriages somewhat favourably with minor reservations. This figure speaks favourably for Korea advancing into the twenty first century.

Thirty-three respondents feel that cultural differences are the largest obstacle to interracial marriage while fifteen feel opposition from society is a big obstacle.

Thirty-seven respondents believe that average Koreans hold a relatively unfavourable view of interracial marriages.

Twenty respondents feel that Korean society is essentially homogeneous and that cultural differences in interracial marriages could be somewhat harmful to Korean society.

It is clear that although attitudes are slowly changing, Korean society still doesn't accept interracial marriages. As long as interracial marriages are viewed as abnormal, cultural exchange, which is an integral part of studying and teaching English, will not be realised.

It is widely felt that major changes need to occur within the English Education system in Korea. One way to bring about such change is to use current issues in discussions in English courses, to foster knowledge and encourage open-minded thinking about how foreigners and foreign culture and language affect modern Korea.

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**Author's Note: I would be happy to share my knowledge of visas with interested parties.*

The Teacher's Role in the Classroom: Beyond the "jug 'n' mug"

BY TYLER TREADWELL

After a class in a teacher training course, one of my friends made the assertion, "I take the Buddhist philosophy -I am not a teacher." This seemed somewhat startling to me. If you are not a teacher, what are you? It started me thinking about the proper role of the teacher in the classroom.

My friend's words were probably meant to assert that he was not the all-knowing "Oz" in the classroom, and the students not merely empty vessels to be filled with the knowledge he imparts. This "Wizard of Oz" approach is sometimes known as the "jug 'n' mug" approach, and to the novice native-speaker teacher, it has a certain appeal. After all, native-speakers do have the benefit of a lifetime of learning the English language; he is, in some sense, a "walking dictionary." But are the students merely empty vessels? Possibly to some degree they are, in terms of knowledge of the English language, but in terms of skills and abilities, one would have to say no. In many cases the students may possess talents or abilities far above that of their English conversation teacher.

From my own experience, when I first started teaching English, I felt I had to "own the microphone." I felt I had to do most of the talking and my students would listen to me. I quickly found this to be ineffective. For one thing, students can't usually understand a native speaker. The other problem is that "hogging the mike" denies them the opportunity to speak. I soon learned to use pair work, and group activities. By reducing TTT (teacher talking time), one can give the students more practice time. The teacher is not the only person that the student can learn from, he can also learn from his peers.

From a rather teacher-centered mode I metamorphosized to more of a facilitator role. I have found this to be increasingly helpful in the area of teaching young learners. In Asia, young learners typically learn by the listen and repeat method of learning, which can be a little stultifying. It depends solely on the teacher's skill and the students' willingness to participate. These drills have their place and can provide effective practice. But perhaps the teacher can provide a more effective learning environment by -strange as it may seem -playing a game. The students are actively participating, aiming at producing whatever target language they or the teacher have provided. Here the teacher may serve the students by correcting them whenever necessary, keeping the game flowing smoothly, but essentially taking a backseat role as the students play the game.

To illustrate this idea let me provide you with one example of a game that can be used to practice the phonetic sounds of the alphabet, vocabulary items, and even certain grammatical structures, called "tic-tac-toe". With the aid of a blackboard, one can write the target vocabulary in a nine square grid, like this: "#". Teams vie using the typical "X's" and "O's" to get three squares in a row. To get a square, the team has to correctly pronounce the item in the square they want. To keep the game moving it will probably be helpful to use a time limit. In order for everyone to participate, you may have to play the game several times, depending on the class size.

Before playing a game, especially this one, it is important that the students know all the language items in the game. After the game it might be helpful to go over any items that students had particular trouble with.

Another aspect of being a teacher is having some kind of plan. With planning necessarily comes the job of find-

ing clear-cut objectives. Just as "knowing the items" is important for the students, knowing the objectives is important for the teacher. How

Techniques

edited by Jeanne Baek

many times have you heard a teacher say, "Just go in and talk"? How often has the teacher and student come away trying to figure out what they had achieved in the classroom? Let's say your particular target is the past tense. With a quick round of "tic-tac-toe", you introduce nine verbs in the past tense. After the students have learned these items, you can test their knowledge with a drill. Later you can use a "freer" activity to have them practice their skills -perhaps by creating a story.

In summary, it's important to realize students have their own contributions to make. The teacher must play the role of "involver", promoting participation, and not just the role of preacher. Through the teacher's planning and choice of activities, he can create a classroom environment that stimulates learning and doesn't squelch it.

THE AUTHOR:

Tyler Treadwell is from Seattle where he graduated from the University of Washington with a degree in Art History in 1993. He first came to Korea in April of 1995 and lived in Suwon, working for a private institute there. Returning home, he received an RSA CTEFLA in Portland, Oregon. He then returned to Korea in 1997 and is currently teaching children at ESS Language Institute in Pusan. He got married last year in Pusan and just had his first child, a baby daughter, this year.

PAC2

BY KIRSTEN REITAN

Together KOTESOL and the Seoul subway authority create magic. We create subway stations out of thin air. Actually, the two organizations have a secret agreement. The subway authority will build KOTESOL subway stations to accommodate English teachers who would like to attend our conferences. And they promise that they will be finished BEFORE each conference. It happened in 1996 at Sejong University. It happened again

Pan-Asia Conference

for PAC2. Knowing what a big event PAC2 is, the city of Seoul decided to build Mongchong T'osong Station. You have to take the green number 2 line to Chamshil Station and transfer to the pink line going in the direction of Amsa. Mongch'ong T'osong station (stop 813) on line 8 (known as the pink line) is only one stop away from Chamshil.

The best exit to use is exit 1. When you get to the top of the stairs, you'll have a breath-taking view of the Olympic Peace Gate. And in the distance you'll see the Olympic ParkTel, one of the two sites for this monumental event. Registration takes place in the lobby area of the ParkTel. The registration desk will be open at the following times: Thursday from 6 - 8 PM; Friday from 10:30 AM - 7:30 PM; Saturday from 7:30 AM - 4:00 PM; Sunday 7:30 AM - 11:00 AM. Both on-site and preregistration take place in the same general area. First, check-in, and get your name badge and your conference bag, courtesy of Pearson Education. Inside you will find the conference handbook --- your guide to presentations and events at

PAC2. Take some time to look it over. Then go visit the main publisher's exhibition next to the lobby in Olympia Hall. There will be publisher-sponsored events and lotteries going on through the three days of PAC2.

Don't forget that on Friday, there is the marathon/fun run in the morning. In the afternoon, if you are an elementary or secondary school teacher, you can opt for the pre-conference program at TTI. There are two sessions available: 1 - 4 PM, and 3 - 6 PM. Julia ToDutka will be giving a presentation on alternate assessment methods there. If you teach adults, you can opt for one of the 3 plenarian workshops offered from 1 - 3 PM by Claire Kramsch, Mike McCarthy, and Penny Ur. (Check the July TEC conference column or the web site for details.) After that there is the Taste of Asia presentations from 3 - 5 PM, followed by the Suntana Sutadarat opening plenary at 5 PM. After that, you can get together with other conference-goers for a reception at 6 PM.

On Saturday and Sunday, you'll need to make some decisions about what presentations you want to see and where you want to go. Presentations start at 8:30 AM on Saturday. As previously mentioned, there are two sites for the conference: the Olympic ParkTel with 14 presentation rooms and TTI with 5 presentation rooms. The ParkTel will have the majority of the presentations, including all presentations dealing with culture, elementary and secondary education, teacher development, technology in education, materials development, speaking/pronunciation, writing, and reading. But there are also some great presentations at TTI. You can get to TTI via a frequent, free shuttle service provided by TTI or you can walk to it through the Olympic Park. At TTI you will find **all** the presentations that deal with grammar, listening, using video and music in the classroom, and English for Special Purposes (ESP), as well as half the presentations dealing with speaking/pro-

nunciation. In addition, all of the Asia Youth Forum (AYF) activities will be located in a large auditorium in the basement of TTI. We will use the same room on Saturday 3:35 - 4:25 PM for Michael McCarthy's plenary address. Claire Kramsch will give a plenary address at the same time in the plenary hall next to the Olympic ParkTel. And let's not forget that on Saturday morning at 10:30 AM we will have the opening ceremonies for PAC2 followed by Penny Ur's opening plenary.

Sunday provides another full day of presentations at both sites, starting at 8:50 AM. Kathleen Bailey will speak at 10 AM, and our closing plenary by Kensaku Yoshida will occur at 3:30 PM, followed by our closing ceremonies. For full information on the conference, please visit www.kotesol.org/pac2, the PAC2 section of the KOTESOL website.

Before this column ends, let's just take a moment to thank all of the volunteers who have worked so hard on putting this conference together. This is the biggest conference ever organized by KOTESOL, and over the last two years, some people have virtually given up their lives for PAC2: Robert Dickey --- conference handbook layout editor; Park Soo Oak and Kang Myungjai --- student volunteer coordinators; Kim Gyung Shik and Lee Hwang Sook --- equipment and acquisition coordinators; Jane Hoelker --- public relations chair; Kirsten Reitan --- program chair; Jeff Kim --- commercial liaison and central office manager; Asif Siddiqui --- employment center coordinator; Patrick Hwang --- site chair; Peggy Wollberg and Kip Cates --- AYF chairs; Edith Dandenault --- marathon coordinator; Kim Jeong-Ryeol and Carl Dusthimer --- the PAC2 conference co-chairs. In particular, I hope people will take the time to thank Dusty, who did double duty this year serving as KOTESOL president and PAC2 conference co-chair. Three cheers for everyone who has made this conference possible!!!!

Plenary Speakers for PAC2

Opening Plenary

Friday, October 1, 1999, 5:00-5:50 PM

Olympic Parktel, Plenary Hall

Suntana Sutadarat, Thailand TESOL

Title: English Education and Teacher Training: From Past to Present

Saturday Plenaries

October 2, 1999

Olympic Parktel, Plenary Hall/ TTI Auditorium

Saturday morning plenary

11:00-11:50 AM

Penny Ur

Title: There is nothing so practical as a good theory

Saturday afternoon concurrent plenary sessions

3:30-4:20PM

a. Claire Kramsch (Parktel)

Title: The Predicament of Culture in Language Teaching

b. Michael McCarthy (TTI)

Title: Taming the spoken language: genre theory and pedagogy

Sunday Plenaries

October 3, 1999

Olympic Parktel, Plenary Hall

Sunday morning plenary

10:00-10:50 AM

Kathleen Bailey

Title: What My EFL Students Taught Me

Sunday afternoon closing plenary

Kensaku Yoshida

Title: Japanese Bilinguals - the Problems of Identity and Education

PAC 2 ConferenceOct 1 - 3, 1999
Olympic ParkTel, Seoul, Korea**Pre-registration****Personal and Contact Information**

Family Name		Given Names		School/University/Company
Mailing Address				
City	Province	Country	Post code	
Phone(Work)	Phone(Home)	Fax	Cell Phone	E-mail

Application & Payment Details

Are you already a current member of (tick one):
(Joined / renewed after Jan 1 1999)

☐ KOTESOL ☐ JALT ☐ Thai TESOL

Yes

No

Do you want to join KOTESOL
or renew your membership ?

!! SPECIAL OFFER !!

Join as an individual member or renew
your individual membership with this
pre-registration and enjoy a 15,000 Won
discount on membership

★ To qualify for these discounts your payment
must be received by 4.00 pm September 22nd
Please keep your payment transfer receipt and
bring it with you to the Conference.

Conference Fee ★
(inc. pre-registration discount)

1-day ('X')	2-day ('X')	3-day
Sa:Su	F:Sa:Su	
\$40 W40,000	\$55 W55,000	\$70 W70,000

Conference & Membership Fee ★
(inc. pre-registration & special membership discounts)

1-day ('X')	2-day ('X')	3-day
Sa:Su	F:Sa:Su	
\$65 W65,000	\$80 W80,000	\$95 W95,000
\$60 W60,000	\$75 W75,000	\$90 W90,000
\$90 na	\$105 na	\$120 na

Yes

No

Individual

Student

International

Conference Only

1-day ('X')	2-day ('X')	3-day
Sa:Su	F:Sa:Su	
\$70 W70,000	\$90 W90,000	\$115 W115,000

Pre-conference Special Workshops

I plan to attend either the TTI or the Plenarian
pre-conference special workshops on Friday October 1st
(check appropriate box):

TTI

Plenarian

I have included the workshop
charge in my payment

1-day	2-day	3-day
Sa:Su	Sa:Su	
\$10 W10,000	\$10 W10,000	FREE

Marathon Event

I would like to take part in the Marathon for: ☐ 3 Km ☐ 5 Km ☐ 10 Km

My T-shirt size is: ☐ S ☐ M ☐ L ☐ XL

I relieve the PAC 2 organization of all responsibility in case of injuries

I have included the
registration fee
with my payment:

1-day	2-day	3-day
\$10 W10,000	\$10 W10,000	FREE

Signed _____

Special Banquet

A special banquet evening event will be held on Saturday 2nd.
To reserve your place, tick the box and include the price with
your payment

1-day	2-day	3-day
\$35 W35,000	\$35 W35,000	\$35 W35,000

Please send your payment by Bank transfer to:

Seoul Bank A/C # 66504-0836503
(Kim Young-Jip KOTESOL)

TOTAL PAYMENT SENT

Won

US \$

By Bank transfer from Bank City

Additional Information to help us in arranging the Conference

<input type="checkbox"/> I plan to drive and park at ParkTel <input type="checkbox"/> I live in Seoul but will not drive <input type="checkbox"/> I'll be coming from outside Seoul <input type="checkbox"/> car <input type="checkbox"/> train <input type="checkbox"/> bus <input type="checkbox"/> plane	<input type="checkbox"/> I will need hotel reservations I would like to stay in I plan to arrive on / & leave on / <input type="checkbox"/> Discount inn ~30,000 Won/ night <input type="checkbox"/> Motel ~50,000 Won <input type="checkbox"/> Tourist Hotel ~80,000 Won
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Send no money now -- our travel service will contact you with reservation details

CONFIDENTIALITY - I do not wish to be listed in the public membership directory nor receive publications from friends of KOTESOL (tick) ☐

PLEASE RETURN THIS FORM and a copy of your bank transfer receipt by MAIL or FAX TO:

PAC 2 Conference c/o ITMS, Samlip Building, 4-22 Hannam-dong, Yongsan-ku, Seoul 140-210
Tel: 02 749 5072 Fax: 02 749 5073 Email: ian.walker@itms-pacificrim.com

The Second Pan-Asia Conference

HOTEL RESERVATIONS

Name: _____ Roommate's name: _____
Daytime telephone number: _____ Fax number: _____
E-mail address: _____
Complete mailing address: _____

Dates for reservation

Check-in date _____ Check-in time _____ Check-out date _____

Check the room type you prefer

_____ Single _____ Twin _____ Twin with added bed* _____ Quad* _____ Bunk room (6 beds)*

**A limited number of such accommodations are available at the conference hotel, The Olympic Parktel*

Please number in order of preference (1, 2, 3) the price range of the hotel, so that the travel agent can try to find hotels for you in that price range.

_____ Olympic ParkTel, Conference site (Won 100,000 per night for a single/twin)

_____ Deluxe hotel (Won 150,000 - 250,000 per night for a single/twin)

_____ Tourist hotel (Won 65,000 - 125,000 per night for a single/twin)

_____ Home Stay (Prices vary)

_____ Korean style inn {yogwan} (Won 25,000 - 60,000) **

_____ Quad/Bunk room at Olympic ParkTel (price to be established, overseas visitors have first priority)

***many will not take reservations, so this option may not be available until a few days before the conference*

Please fill out the following information, so that we can process a 100,000 won deposit to hold your reservation.

Credit card: American Express / Visa / Master Card

Card number: _____ Expiration date: _____

Card holder name: _____

Signature: _____

*** If you prefer to do a bank transfer, please e-mail Xanadu travel for more information.*

Tel 82-2-795-7771 Fax 82-2-797-6667 E-mail <xanadu96@hotmail.com>

XANADU TRAVEL SERVICE

**The pre-registration deadline for PAC2
has been extended to**

Wednesday, September 22, 1999

Don't delay, pre-register today!!

"American English"

BY MICHAEL DUFFY

Q: How did American English come to diverge from British English?

A: American English began when the British colonists, in the 17th century, began to borrow words from native American and from other European languages. Among the latter were geographical terms like "canyon" (from Spanish), "ravine" (French), "swamp" (German) and "bluff"

FAQs

edited by Steve Garrigues

(Dutch). This last word, meaning a high bank or cliff, was condemned as "barbarous English" by a visitor in 1735, and the British have generally maintained ever since a rather snooty attitude to "Americanisms". In general, however, the colonists retained the vocabulary of the Old World, and many modern-day lexical differences arise from words being retained in America while falling into disuse or disfavour in Britain. These include "fall" (for autumn), "bug" (insect), "rooster" (cockerel), "hog" (pig), "hatchet" and "maybe".

Nevertheless, the eighteenth century saw a great deal of lexical invention; a particularly common pattern was the coinage of compound nouns to replace earlier words brought from Britain, like "eggplant" (for aubergine), "frostbite" (chilblains), "bedspread" (counterpane), and "doghouse" (kennel); "firework" (replacing rocket) appeared in 1777, in time for the first Independence Day. The nineteenth century produced "sidewalk" (pavement), "drugstore" (pharmacy), "hangover" (which filled a previously empty gap), and many more.

That disparaging term "Americanism" was coined by a Scots immigrant, John Witherspoon, who despite

putting his signature on the Declaration of Independence and serving as president of Princeton University, bemoaned his new countrymen's use of "notify" for inform, "mad" for angry and "clever" for good. Even one of the Declaration's drafters, Benjamin Franklin, deferred to the old country, promising never to use the words "colonize" or "unshakable" after being criticized for doing so by David Hume. Back at home, the "Great Lexicographer", Samuel Johnson, was even more disapproving; he wrote (in 1756) of "the American dialect, a tract of corruption to which every widely diffused language must always be exposed."

Not all the Founding Fathers shared Franklin's respect for Old World usage. Thomas Jefferson wrote, "The new circumstances under which we are placed, call for new words, new phrases, and the transfer of old words to new objects." And John Adams, commenting on a coinage of his said, "I approve of Jefferson's word 'belittle', and hope it will be incorporated in our American Dictionaries -- We ought to have an American Dictionary; after which I would be willing to lay a tax upon all English Dictionaries that should be imported." Adams also accurately foresaw the coming dominance of American English: "English will be the most respectable language in the world and the most universally read and spoken in the next century . . . (Americans) will have more general acquaintance and conversations with all other nations than any other people . . ."

Adams' wish for a dictionary was granted by a Yale graduate and author of a best-selling spelling manual, Noah Webster, who in 1806 published "A Compendious Dictionary of the English Language". A veteran of the War of Independence, Webster shared Jefferson's spirit of nationalism; in 1786 he wrote, "Britain is at too great a distance to be our model, and to instruct us in the principles of our tongue," and in 1789, "Our honour requires us to have a system of our own, in language as well as government."

His dictionary included many American coinages, and embodied his ideas on spelling reform. Spelling conventions in the eighteenth century had been somewhat flexible on both sides of the Atlantic. Dr. Johnson's dictionary had no particular rule on whether to use -our or -or as a word ending, having "governour" but "doctor", "anterior" but "posterior", "interiour" but "exterior"; the American Constitution had "behaviour", "labour" and "defence" spelt the British way, but "tranquility" with only one l. Webster's reforms were quite conservative, among them the consistent deletion of u from words ending -our, of k from those ending -ick (music, logic, magic) and of thesecond l in travelling, and the substitution of -er for -re in French-derived words like centre and theatre and -se for -ce, as in defense. These have all become standard features of American spelling, and in the case of dropping final -k, of British spelling too. Otherwise, Britain has resisted reform, still preferring tyre to tire, plough to plow, and retaining the "unnecessary" letters in catalogue and programme (though not in anagram or diagram).

When Webster produced his magnum opus "An American Dictionary of the English Language" in 1828, he retracted some of his earlier revisions, like the dropping of final e in, for example, "definit" and "examin", and of some silent letters as in "fether" and "ile". By this time, indeed, his views had mellowed, perhaps as the result of a year-long stay in England; in the preface, he wrote, "The body of the language is the same as in England, and it is desirable to perpetuate that sameness." Soon after this, Charles Dickens visited America, and while being as condescending as anybody about the local dialect, he managed to use a number of Americanisms in his "American Notes" published in 1842: talented, reliable, influential and lengthy. The two-way traffic thus started has continued, and helped to maintain the homogeneity that Webster had hoped for.

Elections!

BY ROBERT DICKEY

Elections! Excitement, confusion, promises, "smoky back-room deals," expectations... What else comes to mind?

The future. KOTESOL will be holding national elections at the annual conference, as we do each year. Next year's activities will be determined, in large part, by those who are elected during the PAC2 weekend (Oct 1-3).

The past. Have you been satisfied with KOTESOL? What changes would you like to see made? Should KOTESOL continue along the path it has chosen, or are there significant changes to be made?

In the past few years, the number of votes cast in the national elections has been pitifully low. This may reflect, in part, the fact that few offices were contested. KOTESOL has had few volunteers for leadership roles. But I've heard the opinions - there are lots of opinions. "KOTESOL should fix (x)." "Why doesn't KOTESOL do (y)?" It reminds me of the American philosophy: You can't complain if you didn't vote.

Some of the most contentious issues in the past year were:

- The national budget
- The Central Office
- PAC2 budgeting
- KOTESOL book project(s) funding
- Joint conferences with other organizations
- Fundraising
- Membership Development Campaign

Are you satisfied with the decisions? With the results?

The currently nominated candidates for KOTESOL national offices will be listed in this newsletter, or on a flyer enclosed with this mailing. But it's not too late to add more candidates to the ballots and candidate statements that will be included in the conference materials packet. There is also the opportunity for write-in candidates.

The offices up for election are:

1st Vice President (succeeds to the Presidency in the following year) responsible to supervise the chapters and work with Council representatives from each Chapter;

2nd Vice President is Convener of the National Program Committee and is responsible for planning, developing, and coordinating activities;

Secretary keeps records of KOTESOL;

Treasurer ensures a current list of members is maintained, and is custodian of KOTESOL funds;

Elections & Nominations Committee Chair is responsible for developing a committee to present a complete slate of candidates for elections and for conducting the election;

Conference Co-Chair (succeeds to Conference Chair in the following year) jointly leads the development and implementation of the national conference.

The Council, made up of a representative from each chapter, the elected national officers, and committee chairs (appointed by the President), takes an active role in the management of KOTESOL. Any of KOTESOL's past presidents

will certainly affirm that this is not a panel of "yes-men" and "yes-women." Though the Council meets formally only 4-5 times each year, lots of work and a great deal of discussion is conducted by email. Council members are respected for their efforts in determining the course of KOTESOL, and council decisions are by no means predictable!

What's the Buzz?
edited by **Andrew Todd**

Contact Mike Duffy, 1998-99 Elections and Nominations Committee Chair, to discuss your possible candidacy. His home phone number is 051-248-4080, work phone is 051-200-7054, and email address is <duffy@seunghak.donga.ac.kr>

Of course, each chapter also elects its own officers. Each chapter does this slightly differently, and has their own assortment of positions. Chapter elections are generally held in chapter meetings in October or November. Contact current officers in your chapter for details - find the listing of current chapter officers in this newsletter.

Consider running for office. Consider the candidates. Vote for KOTESOL's future!

THE AUTHOR:

Robert Dickey has been involved in KOTESOL for four years, and held elected offices two of those years - once on the chapter level, once on the national.

Check it out!!

KOTESOL's new website
www.kotesol.org

KOREA TESOL

1999 Election Nominees

1ST VICE-PRESIDENT

DEMETRA GATES-CHOI

Demetra Gates-Choi is a tenured assistant professor at Taegu National University of Education. She completed her Master's degree in Korean Public Administration (MPA) at the Graduate School of International Studies, Yonsei University, and her BA in Philosophy and Sociology/Anthropology at Guilford College, NC. She holds a TESOL Certificate from the State University of New York at Albany.

Demetra has been teaching ESL/EFL at university level in Korea for the past eleven years, and has made numerous presentations before a variety of teaching organizations. She was a founding member of Korea TESOL, and served as the organization's publicity chair for five years. In addition, Mrs. Gates-Choi was KOTESOL's 1997 National Conference Co-Chair.

Mrs. Gates-Choi is conversant (nearly fluent) in Korean, frequently speaking before public meetings and government officials in that language. Her husband, saxophonist Choi Kwang Chul, does not speak English!

SECOND VICE PRESIDENT

GERRY LASSCHE

Gerry is presently the English Instructor for LG Chemical Yosun Plant Human Resources Team. He has been heavily involved in KOTESOL since he came to Korea three years ago to teach in a hagwon with the same conditions and struggles that most of the expatriate members of KOTESOL face today. From taking part in the National Conference Planning Committee to being a presenter for KOTESOL Teacher Trainers, he has amassed a considerable amount of experience and familiarity with the organization's goals, operations and

personnel. His personal research interests include testing, motivating student creativity, and syllabus design. He has given several presentations in Pusan and Kwangju on those topics, and will again at PAC2.

Gerry Lassche writes:

"As Second VP, it is a privilege to undertake responsibility for the planning, developing and coordinating of activities. In the next year, I will work to make KOTESOL more people-oriented, to make membership a more tangible and valuable asset at the grassroots level to both Korean and expatriate members, and to boost morale and camaraderie within the organization. I want to make a personal commitment to oversee the re-emergence of Special Interest Groups (SIGs) in several areas, including a Research SIG, a Cross-cultural SIG, and a Technology SIG. Additionally, under the supervision of the First VP, I want to assist with the implementation of a regular and nationwide feedback system, coordinated through the chapter level, to assess the effectiveness of various programs, and to receive comments at the membership level throughout the year."

TREASURER

PARK HEE-BON

Park Hee-bon has a BA in English Education and an MA in English Literature, both from Kyungpook National University. She has been an English Lecturer at LG Electronics, Kyongsanbuk-do Provincial Government, Taegu Polytechnic, and Yeungjin Junior College.

Ms Park attended the ELP at the University of Pennsylvania (1997), and has written English program scripts for Taegu MBC. She has been International Co-ordinator and Official Interpreter of the Kyongju World Culture EXPO since 1997.

She has been very active in KOTESOL: since 1995, as Taegu Chapter Secretary, as Treasurer and Presider for the '96 National Conference, and as Special Event Coordinator for the '97 Conference in Kyongju. Currently, she is Assistant Manager of Foreign Services in Taegu City Government, and is enrolled at the Graduate School of International Studies at Kyungpook National University.

CONFERENCE CO-CHAIR

CHO SOOK-EUN

Cho Sook-eun studied English Education at Taegu University, and worked for nine years as a DJ for MBC before setting off for America to be a Counselor at an International camp in Florida. She owned and taught at Sae Myung Institute in Pusan for five years, and has also taught in the Pusan University of Foreign Studies' Teacher Training Program.

Ms Cho served as Pusan Chapter President in 1998, and is currently Second Vice President of KOTESOL. In her other life, she works in the Marketing Department of the Pusan Exhibition and Convention Center.

NOMINATIONS AND ELECTIONS CHAIR

KIM GYUNG SIK (DENNIS)

Dennis Kim is currently serving as vice-president for the Seoul chapter of KOTESOL and as full-time curriculum developer at the David English House, Korea. Previously, as a teacher trainer, he taught TEFL to public school teachers at Puchon Education Office. He is certified from Yonsei University, where he attended the teacher training course in TESOL at the Graduate School of Education.

PAC2 Research and Special Interest Groups

BY JANE HOELKER

PAC2 brings educators from nearby and far-flung regions to the Olympic ParkTel from October 1-3rd for the purpose of sharing perspectives and experience in the field of Teaching English as a Foreign Language. Contacts



with like-minded teachers and researchers will be made through numerous networking opportunities. Why not cement those relations and extend the ideas by forming Special Interest Groups in Korea, or by joining the Special Interest Groups of partner language associations. A recent email survey revealed these possibilities for Korea TESOL members interested in collaborative research.

The JALT Teaching Children SIG, for example, under the direction of Aleda Krause, author of the immensely successful textbook series "Super Kids", offers an annual subscription for only 2,500 yen. The subscription rate includes four newsletters per year, and each forty-page newsletter is packed with wonderful ideas on teaching children. The publication also includes websites offering more free information to web surfers. Contact: Aleda Krause at <aleda@gol.com>.

Kip Cates, speaker at numerous international conferences and Coordinator of the JALT Global Issues SIG, reports that more than 32 people subscribe to the 20-page GILE newsletter. Kip would love to have even more subscribers, and offers Korea TESOL members a special subscription to the quarterly newsletter for the price of US \$12, or the equivalent in yen. Contact: Kip Cates at <kcates@fed.tottori-u.ac.jp>.

"Bilingual Japan", published six times a year, is available at the annual subscription rate of 2,500 yen from the JALT Bilingualism SIG. Each issue is 20 pages, and written primarily in English. The email list is also open to subscribers. Check the Bilingualism website with more free information at <http://www.kagawa-jc.ac.jp/~steve mc/jaltbsig/>. Contact: Peter Gray at <pag@sapporo.email.ne.jp>.

The Gender Awareness in Language Education (GALE) forming SIG in Japan welcomes subscribers outside of Japan. This SIG is actively seeking links with other Asia-based language educators interested in raising consciousness about gender issues. The annual subscription of 1500 yen includes three newsletters per year, participation in the GALE email list, and access to the GALE pooled classroom resources. June 20th saw GALE host its first miniconference in Tokyo, which was very successful! Give yourself an excuse to visit Tokyo by joining, and attend next summer's GALE conference. Contact: Cheiron McMahon at <cheiron@gpwu.ac.jp>.

Charles Jannuzi, Coordinator of the forming JALT Foreign Language Literacy Network SIG, encourages subscriptions from Pan-Asian members. He describes the FL Literacy Network as a group of teachers who feel that reading, writing, and literature are neglected in much of modern LT. Relevant applied linguistic areas to be explored include: lexis, genre and discourse analysis, text linguistics, contrastive rhetoric, writing systems, reading theory and composition studies. The FL Literacy Network seeks to connect with professionals in an inclusive, cross-disciplinary fashion in order to help clarify the differences and commonalities that hold across all types of literacy--native, non-native, bilingual--and apply them to real language teaching and classrooms. This SIG seeks to encourage research, research synthesis, application of that research, publications and presentations relevant to non-native and bilingual literacy in Asia. Activities will include: (1) the publi-

cation of a journal, Literacy Across Cultures (LAC); (2) an email based discussion list; (3) presentations both locally and at the annual conferences of JALT, Korea TESOL and Thai TESOL. Publications are available in three forms: printed version, HTML at the homepage, and email plain text. LAC is the practitioner journal and has featured articles on such diverse, but literacy-related topics as: reading-to-do skills; phonics vs. whole language; phonological processes in reading and language use; written English and Japanese rhetorical strategies; reading and vocabulary development; and schema theory. The most recent back issue is available free of charge in an email plain text form. Back issues of LAC can be found at the homepage <http://www.thepentagon.com/jannuzi>. Contact: Charles Jannuzi at <jannuzi@ThePentagon.com>.

Opportunities for collaborative research seem to fall naturally in line with teachers' interest as organized into Special Interest Groups. Areas of interest common across JALT (Japan Association for Language Teaching), and Thai TESOL indicate rich avenues for collaborative research: young learners, global issues/peace education, computers, media and video, testing and evaluation, teacher trainers, teacher development and literature.

JALT has 13 SIGs. In addition to the above, the following are listed in the JALT Directory with Coordinator name, websites, and contact information.

College and University Educators, Alan McKenzie at <asm@typhoon.co.jp>. Website is at <http://www.wild-e.org/cue>.

Computer-Assisted Language Learning, Bryn Holmes at <holmes@nucba.ac.jp>

Japanese as a Second Language, Haruhara Kenichiro at <BXA02040@niftyserve.or.jp> and Nishitani Mari at <mari@econ.hit-u.ac.jp>

Membership Spotlight features two Pusan Chapter members for this month. The first is Jerry Foley, who teaches at Dong-Eui University, Institute of Foreign Language Education in Pusan. You will be hearing more from Jerry in the up-coming months as he will be the new editor of this column starting in October!

Jerry has been involved in KOTESOL since he came to Korea 3 years ago. He served one year as the First Vice President of the Pusan Chapter and is now a Member-at-Large. He taught a year at a private institute in Jangyoo, Kyungnam before going to Dong-Eui.

Jerry was born in Savannah, Georgia and had been living in Norfolk, Virginia for 10 years before coming to Korea. He worked in different capacities of the Federal Civil Service and also served in the U.S. Navy for a while.

He majored in theater at Young Harris Junior College in north Georgia. Then he transferred to La Grange College, Georgia's oldest independent school and changed to Elementary Education and completed his B.A.. After his Naval service he studied Travel and Hospitality. This summer he took the Cambridge University/RSA CELTA course at Yonsei in Seoul.

His focus in teaching is on building his student's confidence and feels that mutual respect between students and teachers is vital. He likes to use a variety of approaches in his teaching methods.

Jerry's personal interests include: travel; charitable work; distance running; history; the arts; and cultural events. He has travelled around the U.S. with his family, and spent 4 weeks in Europe during college. The Navy took him to the Mediterranean. He has also been to Vancouver Canada, Thailand, Hong Kong, Japan, Beijing, and Guam.

His future goals are to teach a few more years in Korea and eventually return to the U.S.A. and obtain an M.A. in Humanities.

Now, meet Leslie Miller, who has been teaching at Pusan University of Foreign Studies for 5 years, after spending 7 months teaching at a private institute.

Leslie has been involved in KOTESOL since he came to Korea and has served as 2nd Vice President of the Pusan chapter for 1 year. He also has written articles for TEC. He says, "(The) conferences are an especially valuable opportunity for getting to know other people in the field, staying current with theory and applications, and getting fresh validation and motivation for what I'm doing."

Originally from Lincoln, Nebraska, U.S.A., he completed a BSc. in Zoology at Oregon State University and then taught Physics and Math at an Oregon community college. Then, he did a B.A. as a Director of Christian Education, after which he was a Youth Worker for the Lutheran Church. He also did some education with the developmentally dis-

abled. International travel sparked a dream to live in another culture, so he went on to earn an M.A. in ESL Education.

Membership Spotlight

edited by Darlene Heiman

He describes his teaching style as "high energy" and thinks classes are like a sports team. "The team practices together and works together. Strong players help the weaker ones, and everyone gets better. The team will play the game and win together. My class is the team and I'm the coach. A coach doesn't play the game, but watches, listens and formulates plans to help the team practice. A coach doesn't want the team to lose, he wants it to win, and works accordingly."

Leslie likes cooking and baking (especially bread!). He also enjoys reading, playing the guitar (folk songs and children's songs), and travelling. He's been to 20 countries on 5 continents!

One of his goals is to visit a new country a year. Another goal is to complete a PhD. by distance learning, which he is currently working on now.

PanAsia -continued

Junior and Senior High School, Barry Mateer at <barrym@gol.com>. Website is at <http://www.esl.sakuragaoka.ac.jp/tsh>.

Learner Development, Hugh Nicoll at <hnicoll@miyazaki-mu.ac.jp>. Website is at <http://odyssey.miyazaki-mu.ac.jp/html/hnicoll/learnerdev/homeE.html>.

Materials Writers, James Swan at <swan@daibutsu.nara-u.ac.jp>

Professionalism, Administration and Leadership in Education, Edward Haig at <haig@nagoya-wu.ac.jp>. Website at <http://www.voicenet.co.jp/~davald/PALEJournals.html>.

Teacher Education, Neil Cowrie at <Cowrie@crisscross.com>. Website at http://members.xoom.com/jalt_teach/.

Testing and Evaluation, Leo Yoffe at <lyoffe@thunder.edu.gunma-u.ac.jp>. Website at <http://www.geocities.com/~newfields/test/index.html>.

Video, Daniel Walsh at <walsh@hagoromo.ac.jp>. Website

at http://members.tripod.com/~jalt_video/.

The third forming JALT SIG (in addition to the two above) is Other Language Educators with Rudolf Reinelt as Coordinator. Contact Rudolph at <reinelt@ll.ehime-u.ac.jp>

ThaiTESOL lists 10 SIGs: Literature; Teacher Training; Materials Development and Evaluation; Primary English Teaching; Testing; English for Specific Purposes; Research; Computer Education; Self-access Learning; and Peace Education. Contact: Suchada Nimmannit at <nsuchada@chula.ac.th>.

KOTESOL In Action

edited by Kirsten Reitan

Editor's note: Due to vacations in August, many chapter report writers were out of the country and were not able to submit reports. Please check with the officers of each chapter for meeting times in September and October.

Seoul

by Doug Margolis

Seoul Chapter is gearing up for an exciting fall program of workshops and events. During the summer break, our Social Director, Frieda Schock, organized Seoul Chapter's first Softball Game and Picnic. Frieda has vowed to make Seoul Chapter fun! Indeed, after our August 21st meeting, she roped in as many attendees as possible for an outing of wild dancing. To find out about our social calendar, check out our home page or the English Beat (our chapter newsletter), which you can contact by email: seoulkotesol@hotmail.com.

As we go to press, Seoul Chapter is buzzing in preparation for PAC2. Chapter members Kang Myungjai and Park Soo-Ok have willingly stepped forward to coordinate the volunteers for the 3-day international conference. Hats off to them for all their great efforts and contributions. If you wish to volunteer to help, please contact them via our chapter email address written above.

On a sad note, Seoul Chapter Treasurer, Mark McKibbin, who has served us faithfully for over a year, has moved to Japan. He received a JET program position and will be learning Japanese language and culture before returning to Korea. Seoul Chapter gratefully thanks him for all his devotion.

On the other hand, Seoul Chapter is happy to welcome Susan Sivertson, who has taken up the editorship of the EnglishBeat. We appreciate her commitment, dedication, cliché-free sentences, subject-verb agreements and sensational punctuation marks.

Seoul Chapter monthly meetings continue to be held the third Saturday of every month from 3-5, at Konkuk University (Chonghapkanguidong). Everyone is welcome to join us at the beautiful Konkuk campus.

Taejon

by William Schmidt

Our Autumn schedule continues on the third Saturday of each month on Sept. 18th, Oct. 16th, and Nov. 20th. This will be at the same time and place it has always been; at 3:00 PM in room #4202 of the Language Center of Hannam University in downtown Taejon. As always we will have a presentation followed by a social time and then an "Activity that Works." We are usually finished by a little after 5:00 PM. On Sept 18th, our speaker will be Gerry Lassche. Afterwards, all are invited to join fellow chapter members for supper at "Here Today" by Clover Apartments in Taedok-gu.

If you are new to our Taejon meetings, directions are simple. Take a taxi to Hannam University. Go through the front gate. 100 meters past the front gate you will see a big statue in the middle of the road. Get out of the taxi at the statue. Off to your right you will see a diagonal footpath going up a flight of 60 steps. Walk up the 60 steps. Right at the top of the steps you will see the glassy front door of the language center. Our meeting room is on the second floor, room #4202.

Our annual elections will also occur at our Oct 16th meeting. Reasons for running for office are twofold. If you want to have something good on your resume, along with giving both crucial as well as critical help to Korea's English teach-

ing, run for office! All offices are currently open. These include membership, social, program, and activities coordinators along with the offices of secretary, treasurer, vice-president, and president.

Our summer regional joint conference with KOSETA was of great benefit for many teachers. On a hot and sunny July day at the height of the vacation season, over 200 people took part in this conference! 20 workshops and plenaries were offered. Some Korean officials were especially surprised that so many teachers stayed right through the last presentation ending at 5:00 PM. This showed that teachers were getting a lot out of the afternoon "breakaway" workshops. Special thanks for this good success goes to our workshop presenters who took time from their July days to plan, study, and lead these workshops. Also we would like to thank our plenary speakers, Dr. Park Chong-Ho of Hannam University, Dr. Kahng Yong-koo of Kongju National University, and Jin Ho-Yong of Kongju High School. Special thanks also needs to be given Edith Dandenault for taking months of her time for inviting, encouraging, selling, and cajoling potential speakers to take part in our July conference instead of spending their summer weekend on the beach. Jennifer Lalonde needs to be thanked for her dedication and thoroughness in volunteer recruitment and work. Brian Caulfield must also be thanked for having what must have been two of the largest foreign organized coffee breaks in Korean history. Kirsten Reitan is also appreciated for her usual mature wisdom in conference planning, including program book and on-site registration. Finally Kim Won Myung must be thanked for his fine work in publicity, including his hard work in getting sponsorship for this conference from the Ministry of Education. He also coordinated and organized foreigners and Koreans together in this outstanding teacher-training conference for Korean English teachers.

-cont. on next page

Book Review

Teaching Journal

Andrew Finch

Andong, S.Korea: Andong National University Foreign Language (1998)

Pp. (un-numbered, approx 44).

*reviewed by Robert Dickey
Kyongju University*

As identified in the prefatory remarks, this is "a reflective notebook." Those looking for guidance on how to improve their teaching methods won't find it in this book -- but they might just, with some help from this book, find that guidance within themselves.

A project of the Foreign Language Education Center at Andong National University, this book certainly appears as such, with low-tech graphics, laser-printer (not linotype) characters, and coarse-printing on inexpensive paper. For readers interested in more than a pretty cover, however, this pamphlet type book offers adaptations from invaluable reflective tasks, originally drafted by some of teaching's greatest writings.

Unfortunately, however, these reflective tasks are completed in the first 10 pages of the text. There are six copies of the "Self-report form on student-student interactions," and 8 copies of the "Weekly evaluation form." These duplicative forms are followed by 9 lined pages, each titled as "My Diary."

The final page, a Postscript, states that "[t]his journal has been an attempt to help in the process of looking objectively at our teaching through self-investigation

and critical reflection." It offers some useful questions for continuing the reflective process.

An oversight which should be corrected is the inaccurate and incomplete citations following the adaptations.

At only 5,000 won, this is not a bad investment. But frankly, some of the more professional publications, such as Heinemann's Handbooks for the English Classroom series, offer lots more for the dedicated teacher. All in all, Teaching Journal feels like an in-house workbook for staff development. It might well be an affordable way to start a reflective-teaching program at a number of institutions.

THE REVIEWER:

Robert Dickey has taught in Korea for the past 4 years, and has been active in KOTESOL for much of that time. He is an Assistant Prof. at Kyongju University.

KOTESOL In Action *continued*

Taegu

by Gloria Luzader

Our June meeting was interesting and, as usual, a bit noisy. The book exchange went well, and the plea is always out to our members, and their friends: DON'T haul your books home with you, please leave them with us in our Book Exchange. Any musty or slightly seedy mystery or romance is always welcome addition to our "mind Jell-O" categories.

Michael Duffy, our June presenter, played to a packed house. He showed us how to use music and songs in our classes to stimulate the students oral participation. Since everyone loves to "sing and perform," the reception to his ideas was very enthusiastic. We had a great time with his super ideas and shared

information. (Note: if you come to a Taegu Chapter meeting, be prepared to participate in the presentations.)

Our guest speaker for July was Dr. Lee, Kil-Young from the English Education Department of Yeungnam University. He shared with us a portion of his study for his doctoral dissertation regarding effective teachers. His conclusions were reached after observations of the classes and interviews with various foreign students. This took place at SUNY in Buffalo, New York USA. Some of the conclusions were that the students were most comfortable with well-planned classes, a warm up session, and teachers who were willing to spend extra time with their students. The Asian students he talked to focused on teacher preparedness and the teacher's professional mode of appearance, i.e. their clothing. The idea of keeping a teaching diary for review and reflection was another helpful tip from Dr. Lee. As usual, at the Taegu Chapter meeting, there was a lively discussion and comment period after the presentation. Dr. Lee was an informative and persuasive presenter even though he

was fighting a cold he received from his young son.

We had many visitors and several new members join us for our July meeting and summer dinner. We did not meet in August so many good byes were said to people leaving either for vacation or to return to their homeland. We encourage our members to spread the word about KOTESOL to all the new comers to the ESL experience in Korea. We consider ourselves to be excellent resources for both teaching and cultural adjustment situations.

Our next meeting is September 4th at Kyungbuk National, Pok Chig Wan Building, 4th floor, the presentation by Kevin Sampson, "Classroom Dynamics" and Kim, Seok-Jo who has been investigating the idea of the use of "Classroom Animation." These promise to be the usual Taegu chapter invigorating presentations. Please come join us.

We will not meet in October so that all our members can attend the Pan-Asian Conference in Seoul, October 1, 2, and 3. See you in Seoul? Yes, most certainly.

Calendar

edited by
Robert J. Dickey

CONFERENCES

Oct 1-3 '99 "English Teaching: Asian Contexts and Cultures". PAC2 Conference. Seoul. SEE INFO WITHIN.

Oct 6-14 '99 "Discourse Perspective on Language Teaching, Learning and Use". Fourth International Symposium on Language Teaching. Beijing and Kunming (Yunnan Province), People's Republic of China. This symposium combines scholarly meetings and activities with sightseeing and cultural experiences in China (including the Chinese opera, the Forbidden City, and the Great Wall in Beijing, and the World Horticultural Fair in ethno-rich Kunming in South-western China.) A volume of the Proceedings will be published, as in 1993, 1995 and 1997. The estimated total cost, including registration fees, lodging, meals, sightseeing and a copy of the Proceedings volume (but excluding the flight from Beijing to Kunming) is US\$1,100. The cost for participants who wish to attend only the Beijing portion or only the Kunming portion of the Symposium will be \$700. International travel (as well as the Beijing-Kunming flight, which can be arranged by us roughly at an additional cost of \$200) must be arranged by the individual participants. Professor Tang Dexin, Department of Foreign Languages, Beijing University of Aeronautics and Astronautics, Beijing 100083, PRC (Tel) +86-10-82316233 (FAX) +86-10-8231-6100 (Email): <dxtang@public.fhnet.cn.net> <fldbuaa@public.fhnet.cn.net> <mailto:fldbuaa@public.fhnet.cn.net> <shirley.uehle@uni.edu> <stephen.gaies@uni.edu> or <fritz.konig@uni.edu> (Web) <http://www.uni.edu/modlangs/conf/>

Oct 7-9 '99 "Partnership and Interaction in Language Development". The Ministry of Education and Training, Vietnam 4th International Conference on Language and Development. Hanoi, Vietnam. Contact: The Language and Development Conference, AIT/CLET, PO Box 4, Klong Luang, Pathumthani 12120, Thailand. (Tel) +66-2-524-5836. (FAX) +66-2-524-5872.

Oct 8-11 '99 Japan Association for Language Teaching (JALT) '99 Conference, "Teacher Belief, Teacher Action: Connecting Research and the Classroom". Gunma Prefecture, Japan. Contact JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan. (Tel) +81-3-3837-1630 (FAX) +81-3-3837-1631 (Email) <jalt@gol.com> (Web) <http://langue.hyper.chubu.ac.jp/jalt/>

Nov 4-7 '99 ICCE99: The International Conference on Computers in Education, Chiba, Tokyo, Japan. (Email) <icce99@ai.is.uec.ac.jp> (Web) <http://www.ai.is.uec.ac.jp/icce99/>

Nov 6 '99 HETA Conference Chonju National University of Education, Chonju, Chonbuk.

Nov 6-7 '99 IT and Multimedia in English Language Teaching (IT-MELT) Kowloon, Hong Kong. Contact: Sue Fitzgerald, CILL, English Language Centre, Hong Kong Polytechnic University, Kowloon, Hong Kong. (Email) <ecsusan@polyu.edu.hk>. (Web) <http://elc.polyu.edu.hk/conference/>

Nov 11-13 '99 "Teaching Languages and Cultures for the New Era" Eighth International Symposium and Book Fair on English Teaching Taipei, Taiwan. Contact: Johanna E. Katchen, Dept. of Foreign Languages, National Tsing Hua University, Hsinchu 300433 Taiwan ROC. (Email) <katchen@FL.nthu.edu.tw> (Web) <http://140.114.123.98/~cst/eta/index.htm>

Nov 16-18 '99 "Cultural Perspectives in Language Learning and Teaching". The 47th International TEFLIN Seminar. Batu, Malang, East Java, Indonesia. Contact: Setyadi S., President, the Association of Teachers of English as a Foreign Language in Indonesia (TEFLIN). Department of English Education, IKIP MALANG Jl. Surabaya 6, Malang 65145, Indonesia (Email) <setyadis@malang.wasantara.net.id> (Tel/FAX) +62341-361053.

Nov 22-24 '99 "Developing Multiliteracies in Southeast Asia". 4th English in Southeast Asia conference, Singapore. Contact: 'English in Southeast Asia' conference, School of Arts, National Institute of Education, 469 Bukit Timah Road, Singapore 259756. (Web) <http://www.soa.ntu.edu.sg:8080/ell/4ESEA.htm>

Nov 24-25 '99 "Strategising Teaching and Learning in the 21st Century". The Malaysian National Commission for UNESCO and the Faculty of Education, Universiti Kebangsaan Malaysia.

UKM, Bangi, Selangor, Malaysia. Registration & Fees \$120 Contact: Dr. Mohamed Amin Embi, Secretariat, International Conference on Teaching and Learning. (Email) <m.amin@pkrisc.cc.ukm.my> (Web) <http://www.fpend.ukm.my/Conference/Index.htm> (Tel) +03 8296297 (FAX) +03 8254372

Dec 1-3 '99 "ELT Collaboration: Towards Excellence in the New Millennium". Chulalongkorn University Language Institute 4th International Conference, Bangkok, Thailand. Contact: Chulalongkorn University, Language Institute, Prem Purachattra Building, Phayathai Road, Bangkok 10330, Thailand. (FAX) +66-2-2186031. (Web) <http://www.culi.chula.ac.th/>

Dec 17-19 '99 "Language, Curriculum, and Assessment: Research, Practice and Management". Annual International Language in Education Conference (ILEC'99). Hong Kong. Contact: Ms. Charlotte Law Wing Yee, ILEC'99, Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong, Shatin, Hong Kong, S.A.R., China. (Email) <wylaw@cuhk.edu.hk> (Web) <http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm>

Jan 20-22, 2000 Thailand TESOL (ThaiTESOL) Conference "Reflections on the Past-Projections for the Future". Khonkaen, Thailand. Contact: Naraporn Chan-Ocha or Suchada Nimmannit, Thailand TESOL, c/o Chulalongkorn University, Language Institute, Phayathai Rd., Bangkok, Thailand. (Tel) +66-2-2186100. (FAX) +66-2-218-6027. (Email) <naraporn.c@chula.ac.th> or <nsuchada@chula.ac.th>.

Mar 21-25, 2000 TESOL Convention. Vancouver, Canada.

June 15-18, 2000 "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Email) <rassokha@ifl.hb.dvgu.ru> (Web) <http://www.glasnet.ru/~marklen/LATEUM.html> .

Nov 2-5, 2000 JALT 2000 Conference. "Towards the New Millennium" Mt. Fuji, Shizuoka, Japan. Contact: Amy Hawley <shortone@gol.com> or write JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan.

Feb 27 - Mar 3, 2001 Teachers of English to Speakers of Other Languages, Inc. (TESOL) Annual Conference, St. Louis, Missouri.

Nov 22-25, 2001 Third Pan Asian Conference "JALT 2001: A Language Odyssey" Kitakyushu, Kyushu Island, Japan. Highlights six years of collaborative research and publications by members of KoreaTESOL, ThailandTESOL, ETA-Republic of China and JALT. (Email) <tomnpeg@interlink.or.jp> or <mcmurray@fpu.ac.jp> (Web) <http://server1.seafolk.ne.jp/kjalt/> .

CALL FOR PAPERS

Due Unknown, for June 15-18, 2000 "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha, Far Eastern State University, English Dept, U1 Aleutskaya 56, Vladivostok 690002, Russia. (Email) <rassokha@ifl.hb.dvgu.ru> (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>

Due Sept 18 (hardcopy via mail required!) for Dec 17-19 '99 "Language, Curriculum, and Assessment: Research, Practice and Management". Annual International Language in Education Conference (ILEC'99). Hong Kong. Contact: Ms. Charlotte Law Wing Yee, ILEC'99, Hong Kong Institute of Educational Research, Faculty of Education, The Chinese University of Hong Kong, Shatin, Hong Kong, S.A.R.,

China. (Email) <wylaw@cuhk.edu.hk> (Web) <http://www.fed.cuhk.edu.hk/~hkier/seminar/s991216/index.htm> .

ILEC embraces:

* Language in Education policy development * Language and learning/Language across the curriculum * Bilingual and multilingual education * Mother-tongue development and the development of literacy * Second and foreign language teaching and learning * Translation and interpretation * Culture and Society and language in education * Language for vocational and professional purposes * Professional development for language teachers and language teacher educators * Research in language in education * International programmes, links and exchanges in language in education.

The conference organisers welcome proposals for papers, workshops, colloquia, practicals and poster sessions relevant to the aims and scope of ILEC.

Selected Conference papers are published annually.

The Conference will place special emphasis on the needs and interests of classroom practitioners, with a strand where teachers in Hong Kong kindergartens and primary / secondary schools can address practical classroom issues by means of presentations, practicals or workshop sessions, and share their experiences with colleagues and researchers.

EMPLOYMENT OPPORTUNITIES

To post information on job opportunities, please contact Peter Nelson at (Email) <peternel@cau.ac.kr>

SUBMISSIONS

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Robert Dickey, Kyongju University, School of Foreign Languages & Tourism, 42-1 Hyohyeon-dong, Kyongju 780-712 (Email) <rjdickey@soback.kornet21.net >, Tel 0561-770-5136

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Book Review

Action Research for Language Teachers
by Michael J. Wallace
Cambridge University Press:
Cambridge, 1998.
pp. xii+273

*reviewed by Monty Vierra,
Andong National University*

In ***Action Research for Language Teachers***, Michael Wallace outlines and illustrates several ways that teachers can do practical research in their own classrooms. The techniques presented in this book give teachers a wide range of activities they can carry out to understand and improve their teaching. According to Wallace, "Action research involves collection and analysis of data for the purpose of helping us solve particular problems in our own teaching" (p. 16-17).

Six of ten chapters concern specific techniques we can use: observation, questionnaires, interviews, diaries, verbal reports, and case studies. Chapter nine deals with the trying out and evaluating of course materials, which the author calls "trialling". Though in the beginning he tells us that he doesn't mean to focus our attention on larger academic questions, his final chapter does urge us to share our discoveries and insights with colleagues through discussions, conference presentations, journals, and so

on. An "exemplar" article follows each chapter. Chosen from a number of experienced writers in English language teaching, each article demonstrates how someone carried out the kind of research Wallace has discussed.

Wallace concedes that doing this kind of research can be terribly time consuming. I would recommend that a teacher choose a single one of the techniques and follow through on the steps the author sets out. In that way, teachers can get the most out of the book.

It might be useful briefly to contrast this book with ***Classroom Oriented Research in Second Language Acquisition*** (Eds. Herbert Seliger and Michael Long, Newbury House, 1983). This latter book contains the results of research which teachers carried out to investigate such things as "inferencing" student-teacher interaction, and developmental and instructional sequences, to name just three. Investigating such problems seems geared to larger, more theoretical concerns.

Wallace doesn't see action research as necessarily having far-reaching implications or reaching any conclusive finding on language teaching. Nor does it address "macro" questions of language acquisition and learning. Instead, he hopes action research will help us learn more about our own students, our own methods and styles of teaching, and some techniques we can use to become more reflective teachers. "Action research is different from other more conventional or traditional types of research in that it is very fo-

cused on individual or small-group professional practice and is not so concerned with making general statements" (p. 18).

Despite these laudable, well-focused goals, this book has some minor drawbacks. The worst drawback stems from the author's writing style. His opening chapter, for instance, alternates between a style geared to middle school chums, and a style better suited to more formal academic discussion. The "exemplar" articles also tend to sound unduly stuffy. For these reasons, I reiterate my earlier suggestion to take this book portion by portion and mine it for all its resources.

Finally, the author provides a glossary of research terms, suggestions for further reading, a bibliography, and author and subject indexes.

In sum, Michael Wallace has offered readers a useful guide to planning, carrying out, and evaluating classroom research. Taken in small doses over time, the ideas and techniques in ***Action Research for Language Teachers*** should help teachers find ways to improve their teaching by making them more reflective and aware of student needs, interests, and potential.

THE REVIEWER:

Monty Vierra (BA, English; MA, History) has been teaching EFL for 12 years in Japan, Taiwan, and Korea. In addition to a novel, he has published over 30 reviews and articles on language and language teaching. At the KOTESOL '98 Conference, he spoke on distance learning for teachers and students.

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Korea TESOL

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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.