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KOTESOL

Comics and Illustrated Stories as an Influence on Motivation

Action Research by Sohn Byeong-yeong (Ku-am High School, Chilguk, Taegu)

A student sits in class, apparently staring at his lap rather than the open book on his desk, oblivious to the distracted and distracting students around him. As a teacher, you have tried to develop many ways of keeping him interested in English; you have a bank of teaching materials which employ gimmicks like songs, video stories, poetry, games, and so on and so forth. But regrettably, as time goes on, many of your students, like this one, have less and less interest in English, and more and more interest in . . . comic books.

The action research which follows centers on the following hypothesis:

“Comics will motivate students who don’t pay attention in English class.”

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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

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The English The Connection

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Capturing the Moment in Teaching Journals

by *Ellen Kohn and Sherry Trechter*

Our teacher-journaling experience began after the spring TESOL Convention in 1994, when we decided to explore the notion of reflective teaching. Now, five years later, we have clear evidence that it has changed our teaching, our observation skills, our awareness of students and classroom environments, and our writing. It has given us support, new teaching techniques and strategies, and positive feedback. For example, early on, as a result of our weekly exchanges of teaching journals, we became more conscious of the physical arrangement of students in our classrooms. We realized that having the students form a circle fostered a sense of community and enhanced communication. Before our teacher-journaling experience, we had never consciously focused on the physical environment of the classroom and how it effects teaching.

When teachers have a chance to reflect on a teaching experience through writing about it, they become more empowered to change and develop their teaching skills and awareness. That is why teacher trainees should be encouraged to write journals. It builds awareness and can lead to positive changes in their teaching. Sharing journals is also a non-threatening way to observe and learn from other teachers. It also provides invaluable peer support. Best of all, once teacher trainees leave their education courses behind, they have a powerful learning tool that they can take with them wherever they go.

Journaling is a personal and shared journey determined by you and your journaling partner(s). Daily writing and weekly exchanges? Writing immediately after class, or later? Documenting lesson plans and objectives? Discussing ambience, feelings, and critical incidents? Looking at student behaviors and outcomes? Examining gender and nationality issues? Describing activities that failed, as well as those that succeeded? Writing five minutes or twenty?

Whatever you decide, it can be as flexible as you wish. However, fellow journal writers need to trust each other, and it must be understood from the beginning that journal entries are not to be used for evaluation.

What follows are some questions that we've asked ourselves and been asked by others. We hope these questions and answers will inspire you to make your own experimental leap into the habit of journaling.

1. How do I find the time to write a daily journal?

Just do it! We sometimes write for five minutes, sometimes for ten, sometimes longer, sometimes just long enough to fill a page. Just remember that five minutes is better than nothing.

2. What will I write about?

We suggest anything as long as you write. Remember that all aspects of journaling are self-determined so you can choose to write about anything that concerns you. You can recount a narrative, describe a peak experience, talk about your feelings, describe highlights and low points, share anecdotes about students, describe techniques, include physical descriptions, discuss your lesson plan and how you stuck to it or veered from it and why, ask questions, discuss what worked and didn't work, make suggestions to yourself, or even write a poem or verse.

3. How often should I write my teaching journal?

We suggest daily journal writing or a journal written after each class you teach. The more regularly you write, the better it is for developing the discipline of writing. More regular writing leads to better discernment of patterns over the course of a week, a semester, or a year.

4. When should I write my journal entry? What is the best time?

Is it better to write immediately after a class or is it better to wait to reflect on the class later? You can capture some of the affective side of teaching right after a class, but you do not necessarily reflect more critically at that time. The ideal time is what works for you and fits into your teaching schedule.

5. Who am I going to journal with?

We have had the experience of journaling with two, three, and even five colleagues. The number is up to you. You should

have the freedom to write honestly about your teaching experiences, both the good ones and the not so good ones, without fear of being judged or evaluated.

6. What about exchanging the journals? When do I exchange them and how do I respond and give feedback?

We recommend that you find your own way and discover what works for you. When we first started journaling, we tried exchanging our journal entries on a daily basis, but this quickly became unworkable. We then moved to a weekly exchange, and that is the system we have been using for the past five years. We have always exchanged hard copies of our journals, but journals could be shared on disk, too. We underline and write comments and give the journals back to the writers. The comments we receive from our colleagues motivate us to keep writing. Of course, we keep copies of our own journals, which we reread at the end of the semester.

7. How do I get started? Where do I find the discipline and motivation to keep going?

As in developing any new habit, there is resistance and reluctance to overcome. You need discipline. However, as you develop the habit of writing in your journal, the paradigm shifts. The discipline of writing itself leads to a change in attitude so that discipline slowly transforms itself into desire and commitment. Little by little "I have to write in my journal" becomes "I WANT to write in my journal!"

THE AUTHORS

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I. PRE-STUDY SURVEY

Before researching, I did a brief reconnaissance: I asked the following questions of my students orally and took a quick hand-count of the results.

1. Do you feel bored in English class?

- YES, ABSOLUTELY: 18
- YES: 49
- NO: 8
- ABSOLUTELY NOT: 0
- NO ANSWER: 4

2. Which of the following do you think engages you the most in "warming up" the English class? (79 students in two different classes)

- SONG: 26
- VIDEO: 24
- POEMS: 5
- COMICS: 25
- * one student voted twice

3. Do you like comics?

- YES: 67
- NO: 5
- NO ANSWER: 7

4. If the dialogue in the textbook were put in comic strips, would it be more interesting?

- YES: 40
- NO: 7
- NO ANSWER: 32

5. If your teacher presented comics like these (examples), would you be able to concentrate on studying this lesson?

- YES: 42
- NO: 8
- NO ANSWER: 29

Of course, the most demotivated of these students appear in the large "no answer" groups in questions 4 and 5. These students are likely to spoil the learning atmosphere during class. But there is no way of knowing whether they will respond to comics or not simply by asking them—they are already too demotivated to answer. Action, as well as "market research", is required here.

FIGURE ONE "KWANCHON CARTOONS"



continued from previous page

II. COMICS IN ACTION

I used comic strips as a “warm-up” activity in several classes—the strips included empty balloons that the students were required to fill out in groups. One naughty student said to me, “Will you give me a prize if I do well in filling in the comics?” Only after I promised that I would give a small present to the students who completed the comics would students start to try them. So it appears that some students like prizes, not comics. Similarly, it may also be that other students like only comics, and not English.

Students discussed the strip situation in Korean before filling in the blank balloons in English. As they began to complete the blank balloons in English, I noticed some students communicating with one another in English, including some Korean phrases. It was encouraging to see that at least some students naturally used English in their conversation. In fact, they rarely had the experience of expressing themselves in English.

But what about the quality of the output? I decided to gather data from two second year high school classes, Class A (2-5: 40 members) and Class B (2-4: 39 members). Both were ordinary high school classes. As a pilot study, I used five cartoons written by students, although not by my students. These cartoons were written by Kwanchon Middle School students, as part of a contest in the school paper. In the contest, the last frame of each cartoon was left blank; students were invited to complete it, upon which it would become the first frame of the next installment. (See Figure One, previous page.)

III. DATA AND DISCUSSION

The charts below (Tables 1, 2) show the written output produced by the groups.

Looking across Table 1, that is, comparing groups, you can see that six groups (Groups 1, 3, 5, 6, 7, and 9) completed the whole task in the allotted twenty minutes. While this may be excessively long for a warm-up activity, it must be said that the students who had a negative response in the beginning did start to show interest towards the end.

GROUP	NEW MAN	HOT LINE	TOP STUFF	SLAM DUNCAN	HAN GUK
1	Easier said than done.	OK. Don't worry. Someone told me to kill you.	I'm not a boy.	You guys couldn't even imagine about this (opening his eyes).	Sir! I found some boys for carrying desks.
2	Oh, no! (Kim Gukjin tone of voice)	Minho is a bad boy. Ho, Ho! Wrong number!	Oh, no! Because this hair is a wig.		Silly boys! You are scared!
3	Be quiet! Too noisy to study.	Who are you? I telephone for fun!	I am not a boy but a girl.	I? A genius?	I am number three.
4	You said the same thing last year.			I am a genius.	I am the best!
5	Hope is hope.	Mom: Has Chol-su been to hospital for his hemorrhoids? Oh, you have piles!	I am a student's parent!	Batman!	My big brother!
6	You will be separated.	Anyone for Chajangmyeon? I didn't order it.	I am from Cheong Hakdong.	I have four eyes!	I am Number Three!
7	You must be crazy.	I am your girl. I am a relative.	Please lend me some hair.	You didn't know about this!	I'm third from the top!
8		Pa..pa.. Just my father.	I'm the mother of a student whose name is Gelding!	Loooooook aaaaaat meeeeeee!	
9	What are you doing at this gate?	(Angrily) This is the bunsik centre! He wanted Chajangmyeon, and I responded "ddeokbokki!"	I am a new student teacher!	Even in my opinion, I am a nice guy.	Treat me nice from now on.
10	A short lived resolution!		I'm not a student of this school!	I am a mutant Ninja turtle.	

In addition, I noted the oral output impressionistically as the exercise was proceeding. Groups 1, 2, and 9 were all well led by active and advanced students; these groups produced many other expressions in addition to the written ones shown in the chart. Group 5 also took the initiative with a Korean-English dictionary and came up with difficult words such as “hemorrhoid” and “pile”. Overall, I decided that Group 1 performed the best, as judged by sentence length (“You guys couldn’t even imagine this!”), humor (“Sir! I found some boys for carrying desks.”), grasp of idiomatic proverb (“easier said than done”) and general good sense. They were then awarded a small prize.

But let us evaluate the materials, rather than merely the groups. Looking DOWN the columns of Table 1, you can easily see that only one strip, “Top Stuff”, was answered by every group (this was probably the least open and most obvious joke). On the other hand “Hot Line”, which was the most open (because it had the most blanks), generated far more output, particularly when you look at output as a ratio to input. “Han Guk” on the other hand, requires a great deal of input--many filled frames--to generate only one filled blank. Arguably, however, “Han Guk” produced the wittiest reply (that of Group 1). Does this same type of result hold for the other class? Unfortunately, I found the twenty minutes spent on the activity in Class A to be excessive, and had to restrict Class B to ten minutes. Only one group out of ten completed the activity (compared to six in Class). Other anomalies make comparison difficult.

As you can see in Table 2, Group 2 performed extraordinarily well in written output. This was because the leading student in Group 2 had lived abroad (in Spain) for almost 12 years and attended an international (English speaking) school. Group 10, on the other hand, did poorly. With only three members, they performed the activity orally but were unable to fill in the blanks. Note that some of the answers are nearly identical, e.g. “Easier said than done” and “I’m a Ninja turtle”. Interestingly, these identical answers do NOT occur in the cartoon with the least open situation, where you might expect them (“Top Stuff”, e.g. “I’m a girl/ not a boy”.) This is very likely due to copying of the successful Group 1.

GROUP	NEW MAN	HOT LINE	TOP STUFF	SLAM DUNCAN	HAN GUK
1	Easier said than done.	What? Ugly boy? It was a wrong number.	I'm a very poor girl. Poverty is a sin.	Oh, my born strength!	Then I am the strongest man.
2	Are you crazy?	This is a show, and you have won a prize. But you have to come here to get this wonderful prize. I think it was something about a prize, but I didn't understand a word.	Oh no! Because this hair is a wig.		Silly boys! You are scared!
3	Crazy boy!	Who's calling? Wrong number!		It's a trick!	I am a king!
4	Hot stuff!	Who are you? No! No! No!	I am sorry.	Good ball!	
5				I'm weary of this monotonous job!	
6	Are you crazy?		I'm a girl student.	This time was a mistake.	So I'm third! Hi!
7	Hey! Kyung-mi! What are you doing here?	Yes, thank you. Please call me often. Goodbye. That was a wrong number.	I must keep my hair long to raise my pet louse.		Boss! I'll be your slave!
8			My village has no barber shop!	My intuition is very sharp	I'm the King Kong of the school!
9		This line is hot.	I have no money.	I'm a Ninja turtle.	Hey, you two!
10					

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The “vertical” comparison of materials is strikingly different from the result achieved in Group A. None of the columns was completed by every group; “Slam Duncan” came closest with only two non-filling groups. Once again, “Hot Line” produced the highest level of output, particularly when you look at the amount of output generated as a function of input. This result made me think that a single cartoon with more blanks throughout rather than five cartoons with a single “determined” final blank might yield more output. The Kwanchon comics were made up of five different situations, each of which had to be understood, so the students took longer to end the comics.

The second, longer, kind of comic material I used was thus taken from a Korean newspaper comic which explained the meaning of Chinese idioms (Figure Two). I translated the Korean text into English and then blanked out several balloons towards the end of the cartoon.

I gave the cartoon only to Class A, eliminating the comparison with Class B and concentrating on a comparison of the groups and the materials alone. The written output appears in Table Three.

As you can see from Table 3 (p.11), the comments on the “Chinese Idiom” cartoon are not widely varied, since the cartoon is obvious and not “open” as the “Hot Line” one was. Yet, although the comments are short and simple, some difficult words crop up, such as “idiot”, “prejudice”, and “rascal”. There is even a certain character to each group. For example, Group 10 consistently used violent expressions. This time, no blanks were empty. Encouraged by this result, I tried the “Shim Chong” cartoon, with even more empty blanks scattered throughout (see Figure Three).

Here the situation is even more obvious, so students were able to attack the filling activity without hesitation. And although the theme and situation were easily assimilated, the responses of the students are extremely diverse (see Table 4, p.12).

Class A attempted to describe a classical story in a humorous, modern style—a very difficult rhetorical exercise. In comparison with the previous two exercises, however, vocabulary and sentence length increased

FIGURE TWO "CHINESE IDIOM CARTOON"

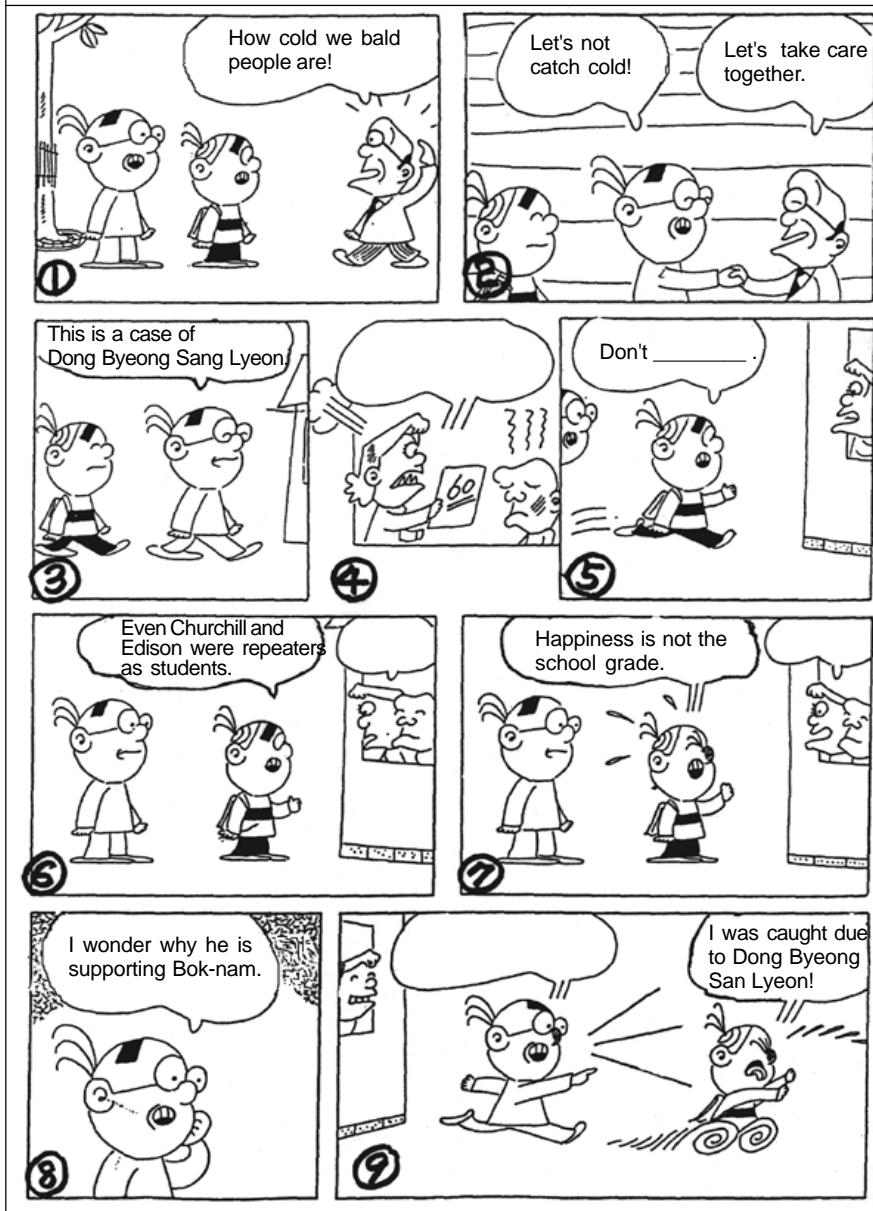
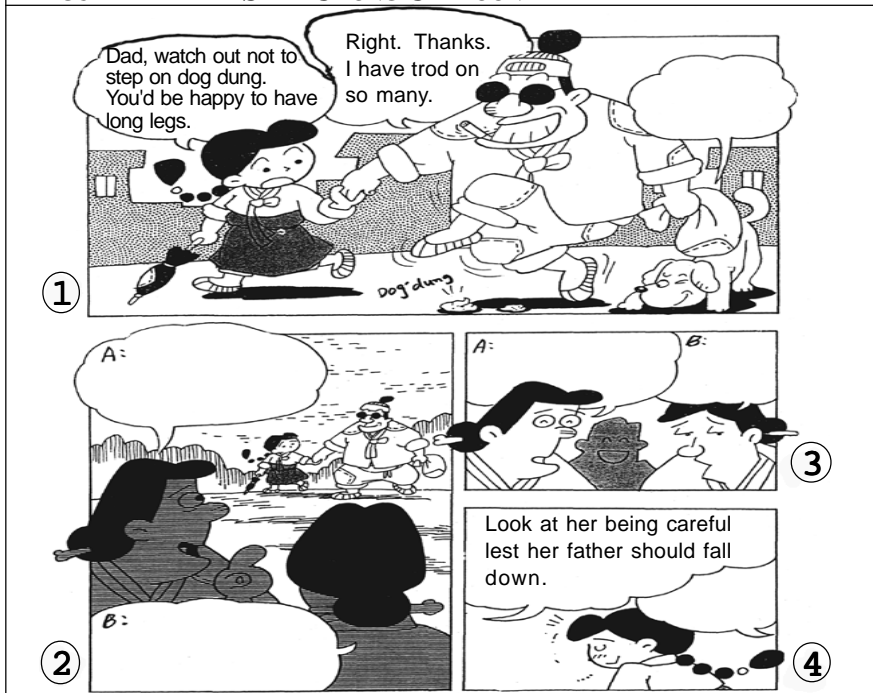


FIGURE THREE "SHIM CHONG CARTOON"



(though of course it is difficult to say how much of this is due to a practice effect). There are so many blank balloons, and the story is so partial, that the process of completing the story may be accurately called the creation of a new rather than following of an established and old one. In this process, the students showed their creativity and imagination. For example, look at the contribution Group 1 made for the first frame. Dog dung is here associated with a stepping stone for a blind man, and from there associated with success - a remarkably imaginative step. Or consider the contribution of Group 9. A widow develops as a jealous character, suspecting a juicy relationship between Chong and Shim Hak-yu, but then feels regret when she learns of their real relationship.

IV. CONCLUSIONS

This is action research, carried out in a real class, where conditions cannot be easily controlled, but where results have undoubted relevance to my class and probable relevance to similar classes. As in all action research, the variables at work (class, group, materials, and individuals) are very difficult to distinguish. Here are some tentative, necessarily interpretive, conclusions.

1. Comics helped promote fluency in speaking. Simply looking at the data tables, one might conclude that the balloon completion serves only to practice writing. However, the data is really the result of student-to-student interaction, most of which was oral. Completing the task - providing sentences for the comics - was not simple, and required discussion, either in English or Korean. Even normally "closed" students, imaginative and witty but poor in English and inclined to be naughty, opened up.

2. More output was generated when comics were restricted situationally but open in linguistic possibilities. Out of the three kinds of comic strips I used for this research, the "Shim Chong" comic was most successful, in terms of written and spoken output generated. Although "Shim Chong" also has a traditional and moral theme and "Chinese Idiom" is a situation that directly appeals to student experience, the idea of humorously restructuring "Shim Chong" in a modern style clearly kindled their

TABLE 3 "CHINESE IDIOMS CARTOON" WRITTEN OUTPUT CLASS A

GROUP	FRAME 4	FRAME 5	FRAME 6	FRAME 7	FRAME 9
1	You idiot! You resemble your father	Worry.	I see!	I really admire you!	Mind your business.
2	Ya-Ya! What's this! Little did I dream of such a thing! Why do you have such poor grades?	Don't worry, Bok-nam's mother!	Really?	Oh, thank you! I believe that you are right.	My son! Perhaps . . . your grades must be poor!
3	What will you do with this grade when you become an adult?	Forget	My son too!	You have talent in other fields!	You are a bad boy!
4	When I was your age, people called me a machine of perfection!	scold him	Is that true?	I have to change my prejudice.	I see the reason. Give me your report card!
5	What on earth have you learned?	scold him	It is real, but	How smart you are!	You too must have gotten a grade of sixty!
6	What is this?	worry	Really?	Yes!	Stop there!
7	Tell me why you got this mark!	worry	But	That's right!	You rascal! Stop there!
8	How foolish you are!	scold him	Really?	Good address.	You must have failed in the exam!
9	Oh, my god! How did you get these points?	disappointed	Yes, but they made more effort than you.	Ok. Ok. Please calm down.	Oh, I see you got the same as Bok-nam!
10	Do you want to die?	kill	So?	Do you want to die too?	Surely Your crime deserves certain death.

continued from previous page

curiosity. Sunglasses, an umbrella, and even a cigarette lent a humorous, modern sensibility to the strip and led to rich and various expressions.

3. Comics generated interest in vocabulary acquisition. In the data tables, many difficult words that do not appear in the students' textbooks can be found. These are usually related to daily life, and they are in every case of the students' own choosing and use. It seems a feasible

hypothesis that vocabulary "sought out" from dictionaries will be more easily acquired.

4. Comics do not win the battle against student boredom; they merely shift it to new ground. Students still found some comics too linguistically demanding and others too boring. And of course, there were always students who were simply motivated by prizes, or novelty, or simply looked at the pictures and tried to avoid the English. But putting comics on top of the desk and putting them in English did

create one class, at least, where no students surreptitiously read comics under their desks.

THE AUTHOR

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TABLE 4 "SHIM CHONG CARTOON" WRITTEN OUTPUT CLASS A

GROUP	FRAME 1	FRAME 2	FRAME 3	FRAME 4
1	Oh Shit! Do you think it's a stepping stone to success?	A: Say! Look! There comes Mr. Shim and Cong. Indeed, she is praiseworthy. She shows great devotion to her father. B: So! They are a good looking father and daughter. He has bred a good girl.	A: How have you been, Mr. Shim? Chong, I haven't seen you in a long time! B: So soon, the rice is exhausted, isn't it?	She is a good girl.
2	Tread on! Tread on! How vexing!	A: What a pitiful girl she is! B: Chong is discharging her duty to her father!	A: By the way, Mr. Shim is a refined man. B: Frankly speaking, he is handsome.	You are right. She is a mature girl.
3	he is likely to tread on it again this time.	A: Oh, look at Chong and her father. She is doing her filial duty as she can. B: I agree with you. I envy him. If I had such a daughter I would be happier	A: Ho, ho, ho! Your husband died. You can't expect a daughter. B: I know, but. . . .	She deserves to have that compliment.
4	Tread, please!	A: Shim Hakyu and Shim Cong come to us. But where did he buy those sunglasses? B: Buy? He must have picked them up somewhere.	A: What can I do for you, Chong? B: Today, they don't look so hungry.	She is a very good girl, because she supports her father.
5	Five, four, three, two	A: Look! Chong isn't alone this morning. B: Oh ya! There is long-legged Mr. Shim with his daughter.	A: The scene is nice. B: What's so nice? She is too poor!	I wish I had a daughter like Shim Chong.
6	Tread!	A: Look at that! He is blind. A little girl is leading him. B: That's too bad.	A: Let's help them. It's IMF time. So they must have a hard time living. B: But	What a good girl she is!
7	If he steps on the dung, he will be ridiculous!	A: Chong and her father are coming here. B: They look wonderful.	A: There is no one who loves father like Chong. B: But she is poor.	She is a good girl.
8	Tread on.	A: What is the use of the sunglasses? B: He is blind.	A: Ho . . . so poor! B:	She is a good daughter.
9	Shit! I cannot tread my dog!	A: Oh, my god! I think they must have many secrets! B: Oh, shit! Huk, huk! He has been my hope since my husband died.	A: Don't worry, be happy! B: Well, although they hae something	Oh, my god! He's her father!
10	Oh! If Mr. Shim had trod on my dung, I would have laughed myself inside out!	A: Look! They are Mr. Shim and his daughter, Chong. B: Oh, that's right. They look so friendly.	A: She is very poor because she has no mother. B: Right. But she looks as if she were happy all the time.	And she is very pretty.

Activities for Large Classes

By Shelby Largay

One of the biggest challenges facing many teachers in Asia is the large number of students in classes. Before coming to Korea, I had been teaching ESL at a small university in the United States. I had 15-20 students in a class and I knew all of the students by name. In Korea, most of my classes had 40-50 students. Now, I'm teaching in Taiwan, with an average of 60-70 students per class. This may be fine in a lecture course, but it's less than ideal for an interactive, conversational class. With so many students, how can we provide ample opportunities for participation? Pairwork, small group activities, and large group discussions can all be utilized. Over the past few years, I have developed a variety of activities that seem to work well in a large classroom.

A&Q

This is a very simplified version of the American game-show Jeopardy, in which contestants are provided answers first and have to produce the questions. I usually use this activity on the first day with a new class, although it could be used at any time.

1. Write some personal facts on the board. For example, on the first day of class, I may write the following facts:

Shelby Largay

Winchester, Virginia

Two sisters

Reading, playing tennis, and travelling

Blue

2. Explain that each fact is the answer to a question and ask the students to come up with the questions. The first one is so easy, almost everyone shouts out "What's your name?" As the students shout out the questions, I write them beside the answers. Other questions are: "Where are you from?" "How many brothers and sisters do you have?" "What are your hobbies?" "What's your favorite color?"

3. Have the students work in pairs and ask each other the questions.

Note: In a homogeneous EFL situation, most of the students probably know each other relatively well. Questions like "What's your name?" and "Where are you from?" may be unnecessary. In that case, the teacher could have students ask questions to which they don't know the answer. There are many possibilities with "favorite" questions: What's your favorite food/movie/song....Who's your favorite actor/actress/singer, etc.

This activity is a good way to utilize both group discussion and pairwork. I find that it often helps to start with a large-class discussion and then break up into pairs or small groups.

M&M Introductions

This works well as a follow-up to the A&Q activity.

1. Divide the class into groups of 4-5.

2. Pass around several bags of M&Ms (or Skittles, or jelly beans, or any kind of small candy). This is surefire way to get their undivided attention! Tell the students to take as many pieces as they want (within reasonable limits, of course) and put the pieces on their desks. Emphasize that they cannot eat the candy yet!

3. Tell them to count their pieces. In their groups, they must introduce themselves, and tell some personal facts (favorite color, food, song, hobbies, etc.). They must tell one fact for each piece of candy that they have.

Twenty Questions

I have used this variation of Twenty Questions when discussing clothing and physical descriptions.

1. Put a list of questions on the board. Sample questions include

Is this person _____ (tall / short)?

Does this person have _____ (long hair / short hair)?

Is this person wearing _____ (glasses / blue jeans / earrings / a t-shirt / a blue-and white striped silk blouse)? The questions can be adjusted according to the level of the students.

2. Call on one volunteer to be the assistant.

3. Turn around and close your eyes.

4. Tell the assistant to tap one student on the shoulder. Everyone in the class except the teacher should see what he/she is wearing.



5. Turn around and try to find out who the student is by asking questions. The students are allowed to answer only Yes or No. I usually start out with generally questions and then get more specific as I go along. The dialogue may go something like this:

T: Is this person tall?

Class: No

T: Does this person have long hair?

Class: Yes

T: (walking around and looking at everyone with long hair) Is this person wearing blue jeans?

Class: Yes

This is a good activity involving the whole class. Even normally reticent students take part, shouting out Yes and No.

THE AUTHOR

Shelby Largay is a former KOTESOL member who currently lives and teaches in Taipei, Taiwan. She spent two and a half years in Pusan, first at Pusan Kyungsang College and then at Korea Maritime University. She was very active in the Pusan Chapter of KOTESOL and served as both Secretary and Second Vice-President. Prior to coming to Korea, she taught ESL at Shenandoah University in Winchester, Virginia. She holds an M.A. in Linguistics and a TESL Certificate from George Mason University. She is especially interested in developing communicative activities for large classes.



Call For Nominations KOTESOL Officer Opportunities

Some of you may know that KOTESOL has suffered losses in our ranks this past Autumn. Several elected officers, for various personal reasons, are no longer able to fulfil their elected roles. The KOTESOL Executive Council, which includes the Presidents of each local chapter, have determined that Nominations should be solicited for the vacant positions, and that the Executive Council would elect new officers from the lists of candidates.

You are encouraged to consider yourself for any of the vacancies listed below, and to encourage your peers to do likewise.

- * **1st Vice President (succeeds to the National Presidency for the term Oct 2000-Sept 2001)**
- * **Conference Chair**
- * **Conference Co-Chair**

Nominations deadline is January 30, 2000. Please complete the form below, and mail to:

Korea TESOL
Kyongju University, School of Foreign Languages & Tourism
Kyongju, Kyongbuk 780-712

The Constitution and Bylaws (see page 30 in this issue of *The English Connection*) outline the duties and responsibilities of these offices. For further information, contact Dennis Kim, KOTESOL Nominations and Elections Chair, at (Home Phone) 032-676-3141 or (Email) <dennistesol@yahoo.com>

Please propose and second nominations by completing this form. You may nominate or second as many candidates as you wish. Proposers, seconders and nominees must all be current individual members of KOTESOL.

We nominate _____ for the post of _____ .

Proposed by _____ / signature _____ (date) _____ .

Seconded by _____ / signature _____ (date) _____ .

I have been nominated and I agree to serve if elected

signed _____ (date) _____

This form should be sent by the person nominated to the address above, together with a statement of 50-100 words about themselves and the contribution they would hope to make to the KOTESOL if elected.

Winter English study in the US, & Advice for Expat Teachers in Korea

Q1: Someone has asked me for a recommendation on a winter study program for his son who is a university student. He would like his son to study English in the USA during the winter break (mid-Dec. to mid-Feb.). The requirements are:

1. a program at a university
2. attendees can sleep in dorms
3. not too expensive (transport, tuition, room/board)
4. not too many Koreans around

Where can I find information on appropriate study programs?

A1: You can search for English language programs in the US with the Language Course Finder at <http://www.language-course-finder.com>. The website's search facilities allow you to search for schools at specific locations as well as for course details including location ("on university campus") and accommodation ("accommodation on campus"). -Susanne Thoene, Language Course Finder, <info@language-learning.net>

much as universities claim that there is a surplus of teachers out there, the fact is that a number of them are now hiring BAs in Whatever, because they either aren't finding the MAs, or they find them too intractable. In fact, a number of universities are running their Language Education Centers not much differently from the local hagwon, except that university teachers are paid a bit better. Although these are still the minority of schools, it is definitely a growing trend.

Q3: What are some of the difficulties an expat teacher can expect to encounter, and what can be done to adjust to them?

A3: The primary difficulty is when the teaching supervisor or Language Education Center Director has no idea what language education is about, and their focus is on maintaining organizational standards (typically these relate to class sizes and profitability). And of course, there are those cases where the Supervisor/Director has no interpersonal skills (even with



Q4: What advice, specifically about survival techniques and books that have been helpful, would you give to someone who wants to come and teach in Korea?

A4: I think your most important "survival technique" is to focus on relationships with your Korean coworkers and management. Things in this country are done differently from where we come from and it's easy to compare and point the finger but, if you follow the basic principle of respect for others and that includes their educational philosophy and practice, you will not only survive but be able to significantly contribute and have a good and effective time in Korea. If you want to be respected as a professional, be a professional in the classroom and always be respectful to others outside the classroom. Focus on what you can contribute rather than what should be changed in order for you to be able to "do your job properly". This may sound a bit like your mother's advice, but it's what I wish someone had said to me 3 years ago before coming here. It would have enabled me to contribute much more than I have.

Finally, one book that may be helpful if you are a beginner in the EFL teaching game is *More Than a Native Speaker: An Introduction for Volunteers Teaching English Abroad*, by Donald B. Snow (1996, TESOL Publications). - Louie Dragut <lldragut@ppp.kornet21.net>

What qualifications, experience, or qualities do Korean Academic institutions look for?

Q2: I am helping a friend on a project about teaching in academic institutions in Korea by expats. What qualifications, experience, or more significantly, what "qualities" do Korean academic institutions look for in expat teachers?

A2: A lot depends on who is doing the hiring. Most university job postings "require" a Master's Degree, some even state MATESL or related, and some require Korea teaching experience. However, as

fellow Koreans) and their primary motivation for the job is income or a position of authority. But we have these people back home too, it's just that we don't ordinarily think of language centers as being run in such a petty fashion.

My advice — bring lots of patience, and don't let the business-side of administration interfere with your joys in the classroom. -Robert J. Dickey <rjdickey@soback.kornet21.net>



Add KOTESOL to your namecard!

Clip this logo

and take it to the printer's the next time you get namecards made.

It makes a nice little 'tag' in a bottom corner!

Our Spotlight for this issue shines brightly on Dr. Lee Yong Hoon, of the Taegu Chapter. He said that he felt he was not qualified enough to be invited for this, but it can be seen herein how this is not the case.

Membership Spotlight

edited by Jerry Foley



First of all he is employed at Kyongbuk Foreign Language High School in Kumi, Kyongbuk, and has been teaching English at this and three other high schools for eleven years now. He also taught English at Korea National University of Education for three years, Ulsan University for two years, and Chungcheong College for one year as a part-time job. Additionally, he taught underprivileged children English in the evening at Ko-Chang Rotary Club for two years as a volunteer.

Dr. Lee comes from the same province as where he is now, Seongju County near Taegu to be exact. He says he spent his whole childhood in this countryside.

After graduating from Talseong High School in Taegu in 1980 he entered Gyeongsang National University (GNU) in Chinju, majoring in English Education. After six and half years, including two and a half for military service, he completed a Bachelor of Arts. Always interested in drama during college, he enrolled in graduate courses at GNU in 1987 and received a Masters Degree in English Drama in 1990. After this he enrolled in the graduate school of Korea National University of Education (KNUE) in 1991 for another Masters (in Shakespeare), awarded in 1993.

His studies have paralleled his teaching career since he was appointed an English teacher in Ko-Chang Girls' HS in 1987, particularly when he started to take doctoral courses at KNUE in 1993. After this course work, he went to the USA for research in his major, Teaching English through Literature Techniques, as a Fulbright Scholar. His preacademic course was at the State University of New York in Buffalo for six weeks and he researched in Boston University TESOL Department for ten months. His doctoral degree in English Education with a thesis on "The Application of Drama Techniques in Teaching English" was just completed this year.

Dr. Lee has been involved in KOTESOL since 1996. Presently he is serving as the First Vice-President of the Taegu Chapter and as Co-chair of the

Domestic Relations Committee.

On teaching philosophy and style, first, he says that he emphasizes fluency rather than accuracy in teaching English, mostly because the fluency-focused class has more possibility to succeed than one which is accuracy-focused. Second, he thinks it is very important to lower the students' affective filter in the classroom. The best way to do this is a student-centered class, so drama techniques are very useful tools to be able to meet those needs.

Dr. Lee likes hiking, still being a member of Gyeongsang University Alpine Club. Above all he has special affection for Jirisan and has climbed that mountain over 200 times so far. He also has become interested in teaching English through the Internet, and has run an internet keypal project for two years; having established these relations with some schools or individuals in foreign countries, and connected them with his students. They are still exchanging their daily affairs, news, school works, etc., with each other.

This professor has travelled around Korea and the United States of America, including Hawaii twice. He has also been to parts of Canada, including Quebec and Toronto.

As to the future Dr. Lee Yong Hoon says he will devote himself to teaching English and studying teaching methodology, especially applying drama techniques in teaching English. He also has a plan to publish a guide book for the application of drama techniques.

Read a good book lately?

The Connection English

is looking for reviewers of
current TESOL/TEFL publications.



We have new materials in our office, or
you may consider one of our profession's
classics!

Contact Robert Dickey at
<rjdickey@soback.kornet21.net>
if interested

A Role Model? Who, Me?

by Robert Dickey

"I ain't no role model, I'm a _____" (fill in the blank here: ball-player, movie star, whatever...). But teachers are traditionally considered to be a role model for the children they teach. Across societies, from North America, England and Australia to Korea and Japan, the role has been assigned to teachers, including in regulations for licensure and oaths of office. It's hard enough to be a "good citizen" role model. Is it fair to expect English teachers to be a "culture model" as well?

have a picture of Stonehenge and another of Big Ben?) and vignettes of subculture groups (Spiked haircuts still the rage?). Some textbooks, harder to find, focus on cultural awareness rather than lessons on specific cultural matters. Yet these "culturalism" books don't reflect the course requirements (as designed by other faculty) nor do they address what students claim to want to know. Which is "if I go to abroad, what do I do?"

The lessons sought by university students are no different from those sought by businessmen only weeks from an

teacher awakens a sleeping student and tells him to leave the room. "No sleeping in my class. Go sleep in the library."



Not only native-speakers of English are expected to be role models

Not only native-speakers of English are expected to be role models of our home cultures, Korean teachers of English are also viewed as more "globalized" than the rest of society, and are expected to pass their cultural knowledge on to their students. Which begs the question: Can we teach cultural skills? Or is it something that is "acquired"? And in either case, are teachers prepared to "pass on" the cultural information that Korean society seems to expect from us?

Starting from the viewpoint that any given culture is really a mixture of predecessor cultures and co-existing subcultures, it would seem impossible to teach "North American Culture" or "British Culture", or any other major culture. Though there are certainly lots of books out there that will attempt to do so. Last winter I counted over 17 "Culture" coursebooks available in Korea from the major ELT publishers — then I stopped counting. These were all specific to British or American culture, or a combination of the two. Then we can add the locally developed "supplements" such as the *Ugly Korean, Ugly American* booklets from BCM. None seemed to really address the needs of my students in a "British-American Cultures" course I teach each year, so I selected two, copied a page here and there from others, grabbed current issues from newspaper articles on the internet, and set about presenting a course.

For the most part, what do the books offer? Snapshots of major cultural relics (is there a British Culture book that doesn't

international business trip, and no different from the parents of pre-schoolers. "Inter-cultural sensitivity is nice, and such awareness may help in the long-run, but what about practicalities?"

We teachers are the practicality, we are "right here, right now", and our legitimacy as cultural experts is generally unchallenged. This is true for Korean teachers as well. So, here, I will make an unconventional statement: We should not be too accommodating in our English class-

Invite students to stop by your office for a chat and a cup of fresh-drip coffee, anytime. Pass out cupcakes and candles on your birthday. Eat an ice-cream cone with them, just to show you're human.

Each teacher needs to find what they feel best reflects their own perspective of English language culture(s). Part of the strategy can be to show the students differing norms rather than to specifically impose the culture from one area or another. This "changing the ground rules" seems to work better than any lesson on cross-cultural awareness (though I do use one of those too!). Sure, cross-culture games and videos are fun. But ultimately, the teacher's behavior, day in and day out, is the most tangible lesson for students.

We teachers are the practicality, we are "right here, right now", and our legitimacy as cultural experts is generally unchallenged. This is true for Korean teachers as well.

rooms. While there are occasions when we need to address genuine concerns in the classroom with a keen eye to Korean cultural norms, most of the time we should impose an "English Language Culture" in the classroom. Whether the students be 5 or 55 years old, it is only through immersion, with the teacher as a model and leader, that they will become accustomed to foreign cultural norms.

When a student is late — say so. Firmly and unequivocally. "You're late. We're on page 37." It's perfectly OK for a teacher or student to hand over papers with one hand folded, (peculiar but not wrong in N.America), but on the other hand students should not be shocked if their

Whether we like it or not, we are role models, so we should plan our behavior to provide culture lessons, even as we teach vocabulary, grammar, fluency, and all the other aspects of English, even if we never teach a single lesson labeled as "culture."

THE AUTHOR

Robert grew up in the multicultural community of San Diego California, and studied cross-cultural issues while in college. He has been teaching in Korea for over 5 years.

He invites your comments to be directed to the Editor of this column for possible future publication.

Seoul

by Asif Siddiqui

Wow, the big move is complete. Seoul finally did something they've been thinking about for months. Seoul Chapter's monthly meetings will now be held on the 6th Floor of Konkuk University's Library for the foreseeable future. This was necessitated by the fact the main auditorium in the General Education Building was not always available. The new venue is a sight to behold. It's like a large study hall with beautiful older furniture: large wooden library tables accompanied by large upholstered chairs with old-style designs.



Park Joo-kyoung's presentation at the last meeting went quite well. Her presentation had to be delayed by one day because of electrical testing being conducted on the normal meeting day. She was so kind and understanding when Seoul explained that they needed to change the date of her presentation. Hip, hip, hooray Professor Park!

After her presentation, the Seoul chapter had its annual Christmas Party. This year, it was held at the Ga Lam Song Restaurant, located just outside the main gate of Konkuk University. The owner was kind enough to let chapter members decorate one of the rooms. They put up a tree, celebrated the festive season, and gave away KOTESOL pins as Christmas gifts. That seemed to be a big hit with everybody. The chapter members also stuffed themselves with Christmas Turkey and Chinese dishes.

In the first quarter of next year, Seoul will have regular, monthly chapter meetings on the third Saturday of each month. So, their next meeting will be on January 15, 2000. The one after that will be February 15. Members will be notified via the newsletter about the presenters once that information is finalized. In March, Seoul chapter will not hold a normal chapter meeting. Instead, they will hold the

KOTESOL Seoul Chapter Regional Conference. The exact date and location will be determined by the end of this year. This is a good opportunity to put out a call for papers. The theme of the conference will be "TESOL 2000: Navigating the Global Classroom." If you are interested in participating, please contact the Conference Chair, David Kim at: <kdi@kmu.kookmin.ac.kr>

Kyonggi

by Mijae Lee, Ph.D.

Kyonggi chapter wrapped up this year's last meeting on the 4th of December, 1999 with a useful and practical presentation by Professor Roy Collingwood on "Phonics Activities". Thank very much for his good presentation.

The Kyonggi chapter would like to thank a number of the individuals who have contributed greatly to the success of its first year. First, they'd like to thank the secretary, Professor Ellen Swanson, for all her help and devotion. They were sorry to lose her when she moved to the Department of Finance and Economy of Government Comprehensive Offices in Kwachon. And even though Professor Swanson is always up to her ears in work, she enjoys herself very much. The vice-president Koh Soonhee is another person to mention. She has been such a caring and sharing person that she has made everyone feel at home whenever the chapter was meeting. She is one of those who made Kyonggi Chapter what it is now. Thanks a million!

Currently, Kyonggi chapter is looking for a few more devoted individuals to join the warm and wonderful team of Kyonggi chapter officers. The positions of secretary and treasurer need to be filled.

In the year ahead, Kyonggi chapter ambitiously plans to achieve three objectives: striving to increase the Korean membership through the local Board of Education and Hakwon Association; reaching out to native speaking members through the Foreign Labor List from Kyonggi Provincial government; and keeping the present membership strong and healthy by having useful and good meetings.

In the new Year 2000, Kyonggi chapter will have 8 meetings on the first Saturday of the following months: March 3, April 7, May 12 (May 5 is national holiday), June 2, Sept. 4, Oct. 2, Nov. 6, and Dec 4). For the first March meeting, Ms. Mary Lorna Kibbee will give a presentation. Further details will be announced in the chapter newsletter.

Kyonggi chapter meetings are held in Rm. 401, Humanities BLDG which is right near the University main gate beside the bus terminal from 3:30 to 6:00 PM. Please bring your friends and colleagues with you. We welcome anybody interested in English teaching and learning.

Taegu

by Gloria Laudzer

Well, it's hard to believe another semester is has come to a close. Many friends are leaving for vacations and many are "really leaving" Korea on to other adventures. For those members who are staying, please remember to keep your membership current. Taegu wants to keep you on the e-mail and the snail mail list. Check with Steve or Dr. Chae at the next meeting for your current status.

The Taegu chapter will have their annual members dinner January 8th, 2000, after the swap ideas meeting. This meeting is always a lot of fun. And remember to bring handouts to complement your ideas.

One of the new national officers is from the Taegu chapter (hooray! hooray!). It's the new KOTESOL President Dr. Han Sang Ho. All Taegu congratulate him and pledge to help hem in any way they can.

The November meeting was so packed with people they had to pull chairs in from another room. They always encourage students to join them and the word is getting out that Taegu chapter meetings are valuable and fun! One newcomer introduced herself as the "si ji middle monsters" teacher, another was with an advertising agency, and there was a German teacher, also. What a wonderful cross section of the Taegu community.

The presenter was Craig Bartlett from Keimyung University. His topic was on

error correction in the classroom. He talked about several different ways to correct. None of them were “wrong”, just some more effective. Students expect to be corrected. Re-phrasing the sentence as it happens, using an example of a point that is being studied, and giving a model are all important. Next, Craig broke participants into small groups with a mix of Korean and native speakers. They were the students and spoke Spanish, German, Japanese and Korean. There was a lot of correction and peer correction and repetition. Some “students” got pretty good with their “new” foreign language. Craig concluded his presentation by talking about using humor and demonstrating the “Red Green Show,” from Canada. He was really funny and got all the participants into the light humor way of correcting

Pusan

by Nan-hee Hwang

It's a glorious winter here in Pusan. Although sometimes cold and windy, it's sunny and cheerful most of the time – just like the mood at Pusan KOTESOL chapter.

The new executives took office at the beginning of November (for details, see **Who's where in KOTESOL**). With much help from the past Chapter president, Terri-Jo Everest, the new execs have been working hard to add substance to their enthusiasm, learning what it takes to continue making Pusan Chapter a strong and successful part of KOTESOL.

Pusan Chapter is still looking for people willing to share their energy, skills, and talents for their common goal: phone or e-mail any of the executives to find out how exciting and rewarding it can be to get involved!

Many teachers like to use pop songs to teach vocabulary, idioms, grammar, and culture. At the November meeting, Mike Duffy demonstrated how songs can be used not only to teach the above, but also how to use music to enhance listening skills and pronunciation. He gave participants new ideas for preliminary activities, as well as tasks to do during and after listening. The usual meeting space, ESS

in Nampodong, changed on Saturday, December 11th into Christmasland. It was the chapter's third annual Christmas party with delicious food, exciting activities, games with prizes, and, of course, Christmas carols in both languages. The chapter was happy to welcome Andrew Todd and his Christmas spirit among them this year again. Many members and guests exchanged Christmas presents under the lovely Christmas tree. Thank you all for coming and making this year's Christmas party a success!

The first meeting in 2000 will feature Dr. Hekyung Kim from Pusan National University. Her interactive presentation about the ‘music of English’ is aimed at both teachers and students of English. Also at the January meeting, Jennifer Depto will demonstrate a listening activity for reviewing shapes and prepositions: What Works: Animal surprises. The main presenter in February will be Dusty Robertson. She will reveal what implications different learning styles have for teaching – and learning.

The big event for the chapter will be **The KOTESOL Pusan Chapter Conference**, scheduled for Saturday, May 13, 2000 at Pusan National University. (See Call for Papers in this issue.) Other events for 2000 will be announced in the next issue. Stay tuned here and at the chapter website: <http://members.xoom.com/pusankotesol>

Cholla

by Rachel Phillips

The chapter's been having a very busy time down here in Cholla-do these last two months. First of all, they held the annual drama festival at Chonju University on October 30th. There were eight teams altogether (see the article on page 12). The chapter officers would like to thank judges Kirsten Reitan, Jerry Foley, Marylorna Kibbee, Tammy Fisher, and John Phillips for their help, and would also like to thank Top ELT bookstore in Chonju for the prizes they donated.

The next meeting was held at Chonnam Girl's High School in Kwangju on November 20th. Marylorna Kibbee from Kwangshin University gave a presentation on ways to make standard classroom

activities more interesting. Although the talk was mainly intended for High School teachers, the ideas presented can also work for younger or older students. The election results of new executive officers are as follows: the President is Brian Heldenbrand; the vice-President is Joseph Nicholas; the Secretary is Adam Lee. Tammy Park has agreed to continue to be the treasurer.

The last meeting of 1999 was a housewarming party at Tammy Park's new apartment in Chonju. Professor Juhng Chuhl Sung presented “What Korean Students Study in the Classroom,” which was a great help to foreigners who want to understand their students better. Afterwards, Brian Heldenbrand addressed the millennium goals and plans for Cholla KOTESOL. During that time they talked about the schedule for next year, and the upcoming mini-conference in April 2000, as well as ways of fulfilling our member's needs. Their next monthly meeting will be in Chonju in March, but a place has not chosen yet. Please check the local newsletter for more details, or call a chapter officer.

Taejon

by Edith Dandenault Swain

What better than a party to end a century with a splash! The Taejon chapter celebrated the end of this busy year with a wonderful Christmas party next to the Taechon damn on the outskirts of the city. With its beautiful Christmas lights reflecting on the water and its rustic home in the country atmosphere, the place of gathering was not lacking in Christmas charm. With a gift exchange and food for everyone (not to mention a virtual white Christmas provided by cyber space), the ambience was festive and bright, as all holiday season gatherings should be.

In the new year, the Taejon chapter hopes to be coming out with a bang.

In January there will be no meeting, as the chapter members recover from their holiday follies and hectic schedule, but the meetings will resume in February. This special February meeting will feature Edith Dandenault Swain as the main presenter

continued next page



Doing Teacher Research: From Inquiry to Understanding

Donald Freeman

Heinle and Heinle Publishers: Boston, 1998.

pp. x + 258

Reviewed by Jonathan Aubrey, United Arab Emirates University

Whether you're a seasoned professional or new to the field of teacher-research, Freeman's new text, *Doing Teacher Research: From Inquiry to Understanding*, has much to offer. The book begins with a very refreshing – and perhaps somewhat controversial – look at how to define research within the social context of teachers' work and how research can transform the knowledge base of teaching. In his first chapter, *Starting Anew*, he sets forth five intriguing "propositions" about teacher research that he later opens up for argument:

Proposition 1: To truly make research a central part of teaching, we must re-define research.

Proposition 2: Research can be defined as an orientation toward one's practice. It is a questioning attitude toward the world, leading to inquiry conducted within a disciplined framework.

Proposition 3: There is, as yet, no publicly recognized "discipline" of teaching. Teachers do not think of themselves as producing knowledge; they think of themselves as using it.

Proposition 4: Inquiry – and not procedure – is the basis of teacher-research.

Proposition 5: Creating a discipline of teaching requires making public one's findings. To do so teacher-researchers need to explore new and different ways of telling what has been learned through their inquiries.

Freeman then continues to use these five propositions as an underpinning of the subsequent chapters that follow, and by doing so, makes clear his own point of view, as well as the view points of others, so as to engage readers with – hopefully—a new set of assumptions from which to begin teacher-research. This makes for a very interesting read, indeed, and I found the book very difficult to put down at times.

In the seven chapters and set of appendices that follow, *Doing Teacher Research* continues to thoughtfully explore the essential research stages, from framing questions to planning a research project. A nice feature of the book is the way that each chapter is divided into three sections. In the *Teachers' Voices* sections, teachers from various backgrounds share their own unique experiences with coming to terms and grappling with teacher-

research. The *Frameworks* sections provide theoretical material from that of the current research community as well as views from the author's own perspective. Lastly, the *Investigations* sections encourage the reader to actively engage with the text through various exercises and classroom-based tasks.

In sum, Freeman has put together an excellent book on teacher-research which is well worth the suggested selling price of US 19.95. The book is interactive and comprehensive enough to stand alone on its own, yet it would also be an excellent choice for teachers that are looking for a text to use with a research collaborative.

THE REVIEWER

Jonathan Aubrey holds teaching credentials from the University of Massachusetts-Amherst, the University of Cambridge, and the School for International Training. He has taught at many universities in many countries, including the Yonsei University Foreign Language Institute in Seoul. He now resides in the garden-oasis city of Al Ain in the United Arab Emirates, and can be reached at: <jonathan_aubrey@yahoo.com>.



and Kim Eun-Jong as the presenter for the "Activity That Works." The Taejon chapter will be inviting non-members from different schools in the Taejon area to come join this opening meeting as a way of introducing them to the organization and its activities. There is a lot in store for all.

In March, the meeting will feature Seo, Eun-mi from Howon University in Seoul. She will be discussing the use of a humanistic approach to teaching Korean students. The main focus of her presentation will be how to make the students more comfortable and how to make the class atmosphere more conducive to true learning. Her act will be followed by Neil Swain's presentation of activities that work. The target audience of his presentation will be elementary school teachers or institute

teachers who are looking for ways to get their students to use the language learned in class to accomplish tasks. Both presentations promise to be entertaining and tremendously useful. For both the February and the March meeting certificates of attendance will be prepared for those who would like them.

In hopes of seeing many of the new faces that have joined KOTESOL over the past few months, the Taejon chapter wishes you a warm welcome.

THE 2000 KOTESOL PUSAN CHAPTER CONFERENCE CALL FOR PAPERS

Pusan 2000: Pursuing Possibilities in ELT

Saturday, May 13, 2000 at Pusan National University (PNU), Pusan, S. Korea
The deadline for receipt of proposals is March 24, 2000

The Pusan Chapter Conference Committee invites presentation proposals in all areas relevant to ELT (English Language Teaching) in the context of NE Asia, particularly Korea. Proposals for presentations in both English and Korean, dealing with ELT on all levels (elementary, secondary, university, adult education), as well as co-presentations are welcome. Presentations will be limited to 50-minute slots. E-mail, post, or fax your proposal to:

Marcela Jonas
Pusan National University
Dept. of English Language & Lit.
30 Changeon-dong, Kumjeong-gu
Pusan 609-735
SOUTH KOREA

*E-mail: marcela@hyowon.cc.pusan.ac.kr
Office Fax: +82-(0)51-513-5935
(Write "To Marcela Jonas" at the top of the fax!)
Office Phone: +82-(0)51-510-2072
* E-mail is preferred - an e-mail version of this form is up at
<http://members.xoom.com/pusankotesol>

IMPORTANT INFORMATION

1) Note that proposals **must be received by March 24, 2000**. 2) By mid-April, those submitting papers will be notified concerning acceptance. 3) Please notify Marcela Jonas directly of any change in address.

THE 2000 KOREA TESOL PUSAN CHAPTER CONFERENCE PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____

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

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

Equipment needed (check all that apply): OHP VCR/TV Cassette player (CD or cassette?)

Computer: IBM or _____ (specify) _____ Other (specify)

Number of presenters for this presentation: _____

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

Name: _____ E-mail: _____

Work phone: _____ Home phone: _____

Work Affiliation: _____ Fax: _____

Address: _____

Biographical information. Write a brief personal history for each presenter. Please use the third person ("he", "she", NOT "I"). **Maximum length: 100 words.**

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

For more information, contact either of the following officers:

Marcela Jonas Co-President; 051-510-2072; marcela@hyowon.cc.pusan.ac.kr ;

Jennifer Depto, 1st Vice President; 051-510-7000 (extension 806); jdepto@hotmail.com

Dramafest Encores Successfully

by Jerry Foley

Drama as a language teaching and learning device has always been highly prized by both language learners and teachers in Korea. For years, KOTESOL Dramafests have been a popular activity, hosted by local chapters as part of their service to students. The last Saturday of October was the date for the Fifth Annual Korea TESOL English Drama Festival, held in Chonju at Jeonju University. There were eight entries with a total of fifty-one students.

The teams in alphabetical order and the titles of their presentations and advisors were: A Plus (Hannam University, Taejon), "Snow White and the Teletubbies", advisor Todd Terhune; Brave Hearts (Yeong Kwang Boys' Middle School, Yeong-ju City, Kyung-buk Province), "Good to Go", advisors Kwon Hyun Ju and Lisa Nance; EBS Club (Sohae College, Kunsan), "The Three Second Woman", advisor Adam Lee; Han-Dol, (Jeonju University, Chonju), "New Beauty and the Beast", advisor Jeong Jinwon; Remix (Hannam University, Taejon), "Never Ending Story", advisor Todd Terhune; The Six Evils (Chonju National University of Education, Chonju), "Little Bunny Foo-Foo", advisor Ingrid Zwaal; Song of Woo I (Woosong University, Taejon), "Over IMF Mountain" (Part One), advisor Mike Stockton; and Song of Woo II (Woosong University, Taejon), "Over IMF Mountain" (Part Two), advisor Mike Stockton.

The judges came from near and far, volunteering their expertise and service. They were Tammy Fisher of Chonju, Mary Lorna Kibbee from Kwangju, John Phillips from Chonju/Seoul, Kirsten Reitan from Taejon, and serving as Chief Justice was Jerry Foley from Kumi.

The prizes were books — naturally, for learning and teaching English. These

dictionaries, readers, and textbooks were provided by Cambridge University Press and Oxford University Press.

In the overall competition, First Place went to Brave Hearts for "Good to Go", Second Place went to Song of Woo II for "Over IMF Mountain" (Part Two), and Third place went to Song of Woo I, for "Over IMF Mountain" (Part One).

The individual awards were next presented, with Best Actor going to Tae June, the male lead in Yeong Kwang Boys' Middle School production of "Good to Go". Best Actress went to Park Young Ju, in Jeonju University's production of "The Three Second Woman". Best Supporting Actor was awarded to Mee He of Yeong Kwang Boys' Middle School production of "Good to Go" (There was some controversy about this among the judges because he was playing a female role!). There was a tie for Best Supporting Actress so it was given to the three 'snotty girls' in the EBS Club's "The Three Second Woman". The Funniest Actor went to the Monster in Han-Dol's play "New Beauty and the

Beast", while the Funniest Actress went to the Sign Girl in EBS Club's "The Three Second Woman". Best Costume was found to be Ugly Belle in Han-Dol's "New Beauty and the Beast", another case of cross-dressing. Most Outrageous was also a difficult decision, and it was presented to the whole cast of "Never Ending Story" by Remix. A special award was given to The Six Evils for the Best Fairy in "Little Bunny Foo-Foo". Then another special award was presented to one cast member in "The Three Second Woman" for being the Most Courageous.



Best Supporting "Actor" (???)

The judges saw particular character adaptation among the Teletubbies in the performance by A Plus of Hannam University, the comment was even made that we should call them the "Powertubbies" because they

The main purposes of this event were fun and learning.

looked like that group of characters which their name implies, but their actions were more like those of the Power Rangers.

The main purposes of this event were fun and learning. The competition is primarily a form of motivation towards these goals. The KOTESOL Fall Dramafest shows how drama can be a wonderful way for teaching English, involving all four skills and displaying various emotions, lots of expression, and creativity. Congratulations and "well done" to the performers, judges, and the Cholla Chapter who produced the event!

Check it out!!

**KOTESOL's updated website
www.kotesol.org**

*KOTESOL Seoul-Kyonggi-do
Joint Conference*

CALL FOR PAPERS

“TESOL 2000: Navigating the Global Classroom”

March 18, 2000, in Seoul (site to be announced)

The deadline for receipt of proposals is February 18, 2000**

The Joint Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the environment of NE Asia. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes. Please post, fax, or e-mail your proposal to :

David Kim
Kookmin University
International Education Building, A-607
861-1 Chongnung-dong
Songbuk-gu, Seoul 136-702

Office Fax: (02) 910-4228
(Write “To David Kim” at the top!)
Office Phone: (02) 910-4292
E-mail: kdi@kmu.kookmin.ac.kr
** *Submission by Email is Preferred!*

PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____

Type (check one): Workshop Paper Workshop/Paper Panel Poster/Exhibit

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

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

Number of presenters for this presentation: ____

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

Name: _____ E-mail: _____

Work phone: _____ Home phone: _____

Work Affiliation: _____ Fax: _____

Address: _____

Biographical information. Write a brief personal history for each presenter. Please use the third person (“he”, “she”, NOT “I”). Maximum length: 100 words. (Use a separate sheet if necessary)

Use a separate sheet for your abstract. Include the title, all presenters’ names, and affiliation on each abstract submitted. Maximum length: 150 words.

Calendar

edited by Robert J. Dickey

CONFERENCES

- Jan 30 '00** JALT Fukuoka Book Fair. Kyushu Building, Hakata (Fukuoka). ELT publishers will display their latest books, and several presentations will also be given. Aleda Krause is the featured speaker. Contact: Kevin O'Leary, (Tel) +81-942-22-2221 (Email) <ogs@kurume.ktarn.or.jp> (Web-includes maps and complete itinerary) <http://kyushu.com/jalt/bookfair>
- Feb 15-17 '00** 14th Pacific Asia Conference on Language, Information & Computation, Tokyo, Japan. Contact: Dr Masahito Kawamori, NTT Research Laboratories, 3-1 Morinosato Wakamiya, Atsugi, Kanagawa, 243-0198, Japan. (Tel) +81 462 40 3624 (Email) <kawamori@atom.brl.ntt.co.jp>
- Mar 14-18 '00** TESOL Annual Conference (including pre- and postconvention institutes, and publisher and software exhibition), "Navigating the New Millennium," Vancouver, British Columbia, Canada. Contact TESOL, (Tel) +1-703-836-0774 (FAX) +1-703-836-7864 (Email) <conv@tesol.edu> (Web) <http://www.tesol.edu/>
- Mar 18 '00** KOTESOL Seoul-Kyonggi-do Regional Conference "TESOL 2000: Navigating the Global Classroom." Seoul. Plenary Speaker: Horace Underwood. Contact: David Kim (FAX) 02-910-4228 (Tel) 02-910-4292 (Email) <kdi@kmu.kookmin.ac.kr> OR Asif Siddiqui (H.Tel) 02-958-3531 (W.Tel) 02-958-3643 (FAX) 02-958-3604 (Email) <as_if@post.com> <awsiddiqui1@yahoo.com>
- Mar 27-31 '00** IATEFL Conference. Dublin, Ireland. Contact IATEFL, (FAX) +44-1227-274415 (Email) <iatefl@Compuserve.com> (Web) <http://www.iatefl.org>
- Apr 15 '00** KOTESOL Cholla Chapter Regional Conference "Teaching and Learning: Making the Connection." Chonnam University, Kwangju. Contact: Brian Heldenbrand (W.Tel) 0652-220-2670 (Email) <brian1@soback.kornet21.net>
- Apr 17-19 '00** Southeast Asian Ministers of Education Organization Regional Language Centre (SEAMEO). 35th RELC International Seminar, "Language Curriculum & Instruction in Multicultural Societies," Singapore. Contact Seminar Secretariat, SEAMEO Regional Language Centre, 30 Orange Grove Road, Singapore 258352. (Tel) +65-737-9044. (FAX) +65-734-2753. (Email) <adm@relc.org.sg> (Web) <http://www.relc.org.sg>.
- May 10-12 '00** 4th Symposium on Natural Language Processing 2000 (SNLP 2000), Chiangmai, Thailand. Contact: Prof Nick Cercone, Dept of Computer Science, William Davis Comp. Research Center, University of Waterloo, Ontario, N2L 3G1 Canada. (Tel) +1-519-888-4567 (Fax) +1-519 885 1208 (Email) <ncercone@uwaterloo.ca> (Web) <http://www.cpe.eng.kmutt.ac.th/~snlp>
- May 13 '00** 2000 KOTESOL Pusan Chapter Conference "Pusan 2000: Pursuing Possibilities in ELT." Pusan National University, Pusan. Contacts: Marcela Jonas (Tel) 051-510-2072 (Email) <marcela@hyowon.cc.pusan.ac.kr>, Jennifer Depto (Tel) 051-510-7000 x806 (Email) <jdepto@hotmail.com> (Web) <http://members.xoom.com/pusankotesol>
- June 15-18 '00** "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>, <feeltacon@dvgu.ru> (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>
- June 19-23 '00** LT2000 - Quality Language Teaching through Innovation & Reflection. This conference will focus on innovative and reflective approaches to language teaching at tertiary level, and will address local and international contexts in which quality teaching takes place. The conference aims to provide a forum for discussion of both theory and practice reflecting current trends in quality language education. Presentations are expected to cover the following areas: ESL/EFL teaching, Chinese language teaching, Foreign language teaching, Language teaching and technology. Contact: Elza Tsang, Conference Convenor Language Centre, The Hong Kong University of Science & Technology, Clear Water Bay, Kowloon, Hong Kong SAR (Tel) +852-2358-7850 (FAX) +852-2335-0249 (Email) <LCLT2000@UST.HK> (Web) <http://lc.ust.hk/~centre/LT2000.html>
- August 9-12 '00** 4th PacSLRF Conference, Semarang, Central Java, Indonesia. Contact: Helena Agustien, (1st OC Chair), Gombel Permai V/105, Semarang 50261 Indonesia. (Tel/FAX): +62-24 471 061. (Email) <lnugraha@indosat.net.id>
- Sept 28-30, '00** TESL Canada and TESL Nova Scotia. TESL Canada 2000, "Changing Faces: Facing Change," Halifax, Nova Scotia. Plenary Speakers, Diane Larsen-Freeman, Jim Cummins. Contact Sandra Heft. (Tel) +1-902-861-1227 (Email) <smheft@navnet.net> (Web) <http://www.tesl.ca> OR (temporary) <http://www.ritslab.ubc.ca/teslcan/teslcan00.htm>
- November 2-5 '00** JALT 2000 Conference "Towards the New Millennium" Mt. Fuji, Shizuoka, Japan. Contact local site chair Amy Hawley <shortone@gol.com> or write JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan.
- Nov 17-19, '00** American Council on the Teaching of Foreign Languages Annual Conference. Boston, MA. (Web) <http://www.actfl.org>

Nov 25-27 '00 Seventh Annual Conference, Nepal English Language Teachers' Association (NELTA) "Revisiting Teacher Training". Kathmandu, Nepal. The Conference will include plenary sessions, talks/papers, workshops, poster presentations, and an exhibition of ELT materials and books. Contact: General Secretary, NELTA, GPO BOX NO. 11110 Kathmandu, Nepal, or (Email) <qep@wlink.com.np> (Mr. Ganga Ram Gautam), <ra-giri@nelta.wlink.com.np> (Mr. Ram Ashish Giri), <awasthi@jai.wlink.com.np> (Dr. Jai Raj Awasthi).

Feb 27-March 3 '01 TESOL Annual Conference, "Gateway To The Future," St. Louis, Missouri.

Nov 22-25 '01 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. Contact local site chair Peg Orleans <tomnpeg@interlink.or.jp> or program chair David McMurray <mcmurray@fpu.ac.jp> and be sure to visit the website at <http://server1.seafolk.ne.jp/kqjalt/>

CALLS FOR PAPERS

Due Unknown, for June 15-18 '00 "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> or <feeltacon@dvgu.ru>

(Web) <http://www.glasnet.ru/~marklen/LATEUM.html>

Feb 18 '00, for Mar 18 '00 KOTESOL Seoul-Kyonggi-do Joint Regional Conference "TESOL 2000: Navigating the Global Classroom." Seoul. See Call for Papers in this Issue.

Feb 29 '00, for August 9-12 '00 4th PacSLRF Conference, Semarang, Central Java, Indonesia. Contact: Helena Agustien, (1st OC Chair), Gombel Permai V/105, Semarang 50261 Indonesia. (Tel/FAX): +62-24 471 061 (Email) <lnugraha@indosat.net.id>

Mar 24 '00, for May 13 '00 2000 KOTESOL Pusan Chapter Conference "Pusan 2000: Pursuing Possibilities in ELT." Pusan National University, Pusan. See Call for Papers in this Issue or

(Web) <http://members.xoom.com/pusankotesol>

Apr 6 '00, for Apr 15 '00 KOTESOL Cholla Chapter Regional Conference "Teaching and Learning: Making the Connection." Chonnam University, Kwangju. See Call for Papers in this Issue.

EMPLOYMENT OPPORTUNITIES

Teaching Positions - Mar/2000. Min: BA + Cert. or teaching license + 2yr. exp. Conversation - 22 hr/wk. Contract completion bonuses. Single accommodation. Pension /medical / dental. Vacation: 5 wk. + Korean holidays. Salary: W1,400,000 Rel. MA - W1,600,000. For further information contact: Yom Mun-sil, Director of English Language Faculty. Woo Song University. 196-5 Jayang Dong, Dong-ku, Taejon 300-100 (FAX): 042-624-7294 (Email) <wlij@soback.kornet21.net>

Yonsei University seeks several English instructors to teach a required speaking and writing course for freshmen, beginning in March 2000. It is a full-time position in the Division of General Education with 12 teaching hours per week, comprised of six two-hour classes. Contact Patricia Hedden at (Email) <hahyemi@yahoo.com>.

Chung Ang University in Seoul seeks a native speaker of English to teach the four communication skills in the Department of English Education. The successful candidate will have at minimum a Master's Degree in English, Education or a related field, 2 years ESL/EFL teaching experience, and verifiable credentials. A female professor is preferred for this position, beginning March 2000. There are four Korean professors and one native speaker of English. Salaries and benefits are competitive, and fully paid summer/winter vacations are each approximately nine weeks in length. Please send your credentials to Dr. Kyung-Whan Cha, Head, Department of English Education, <kwcha@cau.ac.kr>, by **no later than January 20th, 2000**. If sending by mail, the local address is Huksok-dong, Tongjak-ku, Seoul, South Korea, 156-756. All suitable candidates will be interviewed.

Head of Young Learners at NAVA Language Schools, Bangkok. salary: 35,000 baht / month. Responsibilities: curriculum development, teacher supervision and quality control. Requirements: an energetic native speaker with at least a TEFL Certificate or RSA Diploma, Bachelor's degree and experience in teaching young learners. Apply to: Catherine Owens, NAVA Language Schools, 34 Phaholyothin Soi 7, Samsennai, Payathai, Bangkok 10400 Thailand (Email) <nava3@navaed.co.th>

To post information on job opportunities, please contact Asif Siddiqui at (Email) <as_if@post.com>.

SUBMISSIONS -- Our New Editor!!

All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie L. Dragut, Hannam University, 133 Ojung-dong, Taejon 300-791 (Tel) 042-634-7689 (Email) <lldragut@ppp.kornet21.net>

Call for Papers

The Korea TESOL Journal

Information for Contributors

EDITORIAL POLICY

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

1. classroom centered research
2. second language acquisition
3. teacher training
4. cross-cultural studies
5. teaching and curriculum methods
6. testing and evaluation

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

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

The *Korea TESOL Journal* prefers that all submissions be written so that their content is accessible to a broad readership, including those individuals who may not have familiarity with the subject matter addressed. The *KOTESOL Journal* is an international journal. It welcomes submissions from English language contexts around the world, with particular reference to learners from northeast Asia.

GENERAL INFORMATION FOR AUTHORS

Submission Categories

The *KOTESOL Journal* invites submissions in four categories:

I. Full-length articles. Contributors are strongly encouraged to submit manuscripts of no more than 20-25 double-spaced pages or 8,500 words (including references, notes, and tables). Submit three copies plus three copies of an informative abstract of not more than 200 words. If possible, indicate the number of words at the end of the article.

To facilitate the blind review process, authors' names should appear only on a cover sheet, not on the title page; do not use running heads. Manuscripts should be submitted to the Editor of *KOTESOL Journal*:

Rodney Tyson, PhD
Daejin University, English Department
Pocheon, Kyeonggi, 487-711, South Korea

II. Brief Reports and Summaries. The *KOTESOL Journal* also invites short reports (less than 1,000 words), manuscripts that either present preliminary findings or focus on some aspect of a larger study. Papers written in pursuit of advanced education are appropriate for summarization. Send **two copies** of the manuscript to the Editor.

III. Reviews. The *KOTESOL Journal* invites succinct, evaluative reviews of professional books, classroom text, and other instructional resources (such as computer software, video- or audio-taped material, and tests). Reviews should provide a descriptive and evaluative summary and a brief discussion of the significance of the work in the context of current theory and practice. Submissions should generally be no longer than 700 words. Submit **two copies** of the review to the Editor.

IV. The Forum. The *KOTESOL Journal* welcomes comments and reactions from readers regarding specific aspects or practices of our profession. Contributions to The Forum should generally be no longer than 7-10 double-spaced pages or 3,500 words. If possible, indicate the number of words at the end of the contribution. Submit **two copies** to the Editor of the *KOTESOL Journal* at the address given above.

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

*"The KOTESOL Journal accepts submissions on a continuous basis.
However, because the review and printing process usually requires nine weeks or longer,
we recommend that papers be submitted as early as possible
in order to be considered for publication in the Fall 2000 issue."*

THE 2000 KOTESOL CHOLLA CHAPTER REGIONAL CONFERENCE CALL FOR PAPERS

Teaching and Learning: Making the Connection

April 15, 2000 at Chonnam University, Kwangju, South Korea

(The deadline for receipt of proposals is April 6, 2000)

The 2000 Regional Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the environment of NE Asia. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes. Please post, fax, or e-mail your proposal to :

Brian Heldenbrand
Jeonju University
1200 Hyoja Dong, 3-ga,
Wansangu, Chonju
Chollabuk-do, S. KOREA 560-759

Office Fax: (0652) 224-9920
(Write "To Brian Heldenbrand" at the top!)
Office Phone: (0652) 220-2670
E-mail: <brian1@soback.kornet21.net>

PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____

Type (check one): Workshop Paper Workshop/Paper Panel Poster/Exhibit

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

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

Number of presenters for this presentation: _____

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Use a separate sheet for your abstract. Include the title, all presenters' names, and affiliation on each abstract submitted. Maximum length: 150 words.

Who's where in KOTESOL

NATIONAL OFFICERS & COMMITTEE

Han Sangho, President Kyongju University, School of Foreign Languages & Tourism, English Department, Kyongju, Kyongbuk 780-712. (W) 0561-770-5135 (H) 053-752-8561 (WF) 0561-748-2812 (Cell) 011-818-8569 (Email) <singhap@chollian.net>

Gerry Lassche, 2nd Vice President (Email) <baccachew98@yahoo.com>

Hee Bon Park, Treasurer (W) 053-429-2861 (WF) 053-429-2889 (H) 053-781-6894 (Cell) 011-718-0593 (Email) <hbpark@hanmail.net>

Kim Gyung Sik (Dennis), Nominations & Elections Chair David English House, Korea (W) 02-594-7625 (H) 032-676-3141 (Email) <dennistesol@yahoo.com>

Kirsten Reitan, Secretary (Email) <kotesolkirsten@yahoo.com>

Won-Myong Kim, Domestic Relations Chair Taejon Foreign Language High School (H) 042-622-9855 (W) 042-863-2690-5 (WF) 042-863-2693 (Email) <wonmk@netsgo.com>

Lee Yong Hoon, Domestic Relations Co-Chair Kyongbuk Foreign Language High School (H) 0546-444-4503 (W) 0546-458-2013~4 (F) 0546-458-2015 (Email) <yonghoonlee@hotmail.com>

Seo Eun Mi, Membership Development Chair Howon University Dept. of English 727 Wolharis Impi Kunsan, Chonbuk 573-718 (H) 02-555-0301 (W) 0654-450-7455 (WF) 0654-450-7777 (Email) <emseo@sunny.howon.ac.kr>

Yeom Ji Sook, Membership Development Co-Chair (Email) <yeomjs@netsgo.com>

William Schmidt, International Communications Chair (W) 042-869-4691 (WF) 042-869-8730 (Email) <schmidtwil@yahoo.com>

Robert Dickey, Publications Chair (see info on page 4)

John Phillips, Technologies Committee Chair (see info under KOTESOL Departments)

Heidi Vellenga, KTT Chair (see info under KOTESOL Departments)

SEOUL CHAPTER OFFICERS

Asif Siddiqui, President Seoul Central Post, C. P. O. 1521, Seoul 100-615 (H) 02-958-3531 (W) 02-958-3643 (WF) 02-958-3604 (Email) <as_if@post.com> <awsiddiqui1@yahoo.com>

Kang Myung Jai, Vice President Dept. of Practical English, YeoJoo Institute of Technology (W) 0337-80-5316 (H) 0344-901-1251 (C) 019-246-1251 (WF) 0337-85-5113 (Email) <regina@yeojoo.ac.kr>

PUSAN CHAPTER OFFICERS

Marcela Jonas, Co-President Pusan National University; Dept. of English Language and Literature, 30 Changjeon-dong, Kumjeong-gu Pusan 609-735. (W) 051-510-2072 (F) 051-513-5935 (Email) <marcela@hyowon.cc.pusan.ac.kr>

Zoe Im (Im Eo Kyung), Co-President Carrefour Korea #892-20 Chonpo 3 dong, Jing-gu, Pusan 614 043. (C) 011-9509-3791 (Email) <zoe1004@hotmail.com>

Jennifer Depto, 1st Vice-President Pusan National University (W) 051-510-7000 (extension 806) (Email) <jdepto@hotmail.com>

Hwang Nan-hee, 2nd Vice-President (H) 051-862-0721

Lee Myoung Hee, Secretary (Email) <doolee71@hanmail.net>

Kim Su Mi, Treasurer (C) 011-583-3690 (Email) <phonex@chollian.net>

TJ Everest, Webmanager (Email) <teverest@taejo.pufs.ac.kr>, <teverest@hotmail.com>

Members at large: Cho Hong Je, Choi Myoung Jin, Patrick Guilfoyle

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KOTESOL Needs You!

See the Call for Nominations on page 14.

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Data Manager -- Could be YOU!

www.kotesol.org

Constitution & Bylaws of Korea TESOL

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

1. 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.

Korea TESOL

Membership Application / Change of Address

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

Please check the items that apply to you

- New membership application
- Membership renewal
- Change of address / information notice

Type of Membership

- Individual (40,000 won/year)
- Student - show full-time ID (20,000won/year)
- International (US\$50.00/ year)
- Lifetime (400,000 won)
- Institutional/Commercial (contact for rates)

Payment by Cash Check On-line transfer (Please make on-line payments to **박희분** or KOTESOL at Taegu Bank (대구은행) account number 036-05-004600-3. In order to insure that your application is properly processed either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.

First name: _____ Last name: _____

Chapter: _____ (Seoul, Suwon, Chongju, Taejon, Taegu, Cholla, Pusan, Cheju, International)

Date of membership: _____ - _____ -00 (Today's date.)

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

E-mail address: _____

Home phone (_____) _____ fax (_____) _____ beeper (_____) _____

(House, APT# / Dong)

(Gu / Ri / Myun / Up / Gun)

(City / Province / Country)

Zip: _____ - _____

Work phone (_____) _____ fax (_____) _____ cell (_____) _____

(School, company name)

(Bld. # / dong)

(Gu / Ri / Myun / Up / Gun)

(City / Province)

Zip: _____ - _____

To which address would you prefer KOTESOL mailings be sent? _____ (Home / Work)

Please check those areas of ELT that interest you:

- | | | |
|---|---|---|
| <input type="checkbox"/> Global Issues | <input type="checkbox"/> CALL | <input type="checkbox"/> Teacher Development |
| <input type="checkbox"/> Reading/Writing | <input type="checkbox"/> Elementary Education | <input type="checkbox"/> Post-secondary Education |
| <input type="checkbox"/> Intensive English Programs | <input type="checkbox"/> Adult Education | <input type="checkbox"/> Learning Disabilities |
| <input type="checkbox"/> Video | <input type="checkbox"/> Speech/Pronunciation | <input type="checkbox"/> Inter-cultural Communication |
| <input type="checkbox"/> Applied Linguistics | <input type="checkbox"/> Teaching English to the Deaf | <input type="checkbox"/> _____ |

Date _____ Signature: _____

Fax this form to:
KOTESOL at 0561-746-1097