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Designing a task-based syllabus (for the Korean context)

by Chris Sheppard, Pusan University of Foreign Studies

Do you teach conversation to large classes of twenty to thirty students? Are you expected to teach communication to students who would rather talk to their neighbor in their first language than attempt English? Have your students learnt English for many years but still stare at you blankly when you ask what seems to be the simplest question? This situation is common in Korea. We are asked to teach 'English Conversation' to a large number of students, who often lapse into Korean when completing classroom activities. Our students have studied English for at least six years at school, but still cannot answer the simplest question about the weekend.

INTRODUCTION

There are many methods we can use to successfully deal with these problems and develop our students' English. I will introduce the task-based syllabus here as one possible option. The task-based syllabus is part of a larger

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KOTESOL Blossoms



President's Message by Sang-ho Han

Dear Korea TESOL members and fellow teachers of English, I hope all of you are enjoying the blossoms of the season. As we can see all around us, spring is at its peak in Korea.

In April the mountain valleys were filled with flowering azaleas and forsythias while the city streets were embroidered with cherry trees in full bloom. We in Korea TESOL have also witnessed a flowering in our ambitious endeavors toward making our organization known to people outside ourselves. Internationally, our past president, Dr. Park Joo-kyung of Honam University, represented us at the TESOL International conference in Vancouver, Canada last March along with our International Relations chair, Jane Hoelker. Along the same time domestically, those chapters that slumbered through the winter holidays were reactivating their chapter meetings and developing new membership drives.

Seoul & Kyonggi Chapters co-hosted their Regional Conference at Sookmyong Women's University in late March. Cholla Chapter also successfully hosted its annual Regional Conference with their largest ever attendance, roughly 300 participants, in mid April. As president, I have attended both Seoul-Kyonggi and Cholla Regional

Conferences, and enjoyed their productions immensely, so I'd like to share the pleasure with all of you. It was also notable that the program books for these regional conferences have included publicity materials made by our Domestic Relations Committee informing the participants of other upcoming KOTESOL events. I believe this will help increase our membership nation-wide.

Pusan Chapter is finalizing its own Regional Conference while Taejon Chapter is organizing the Spring Drama Festival at Hannam University in Taejon, both of which are held this month. I have planned to join the Pusan Conference and Taejon Festival, and meet with local members of KOTESOL to discuss ways to develop the organization in the most desirable manner.

We have established a formal relationship with KOSETA (Korea Secondary English Teachers Association) and agreed to cooperate in organizing conferences and workshops all around Korea. With the Spring fully upon us, KTT (Korea TESOL Teacher Trainers) will reactivate its functions and be invited to other organizations' conferences to give special workshops or presentations as representatives of Korea TESOL. KTT will also offer special workshops to regional SETA meetings to help school teachers improve their teaching methods and techniques. I want to encourage each and every member of KOTESOL to consider whether they have something to share with other teachers, and whether or not they might participate in the KTT program. KTT needs some coordinating staff too -- someone to help schedule and match requests with our volunteer trainers; someone to help new trainers fine-tune their presentations and materials; etc...

Now it's time for all KOTESOL officers and members to prepare for the National Conference which will be held September 30th to and October 1. As you may have heard, Professor Andrew Finch of Seoul National University of Technology has answered the call, and will lead the new conference team, which is now in full gear (read the Conference column within this issue). Information concerning the National Conference is accessible from our KOTESOL website at www.KOTESOL.org.

Naturally, KOTESOL is always looking for new volunteers. As with any organization, there is always some turnover, this is natural, and in reasonable degrees, healthy. This past year has seen far more turnover than expected or desirable, so we all need to pull together to make the conference and other KOTESOL events the success we have come to expect. If you want to volunteer to help with the conference, or have some useful ideas or information from your classroom research, please feel free to contact the conference team or your chapter president. Please share what you have learned from your class with other conference-goers by making a presentation at the National conference. As president, I'll work with our conference committee to make our National Conference successful as ever. If you have any questions or suggestions, please don't hesitate to contact me at <singhap@kyongju.ac.kr>

Designing a task-based syllabus (for the Korean context)

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curriculum framework. This paper will first explain a curriculum framework and, second, where the syllabus fits into the model. A definition of the task will be provided along with a proposal giving some reasons why the task is an effective language teaching tool. The dimension of task complexity is then offered as a basis for sequencing the tasks in a syllabus. Finally, the benefits of the task-based syllabus are explained and applied to the Korean university context.

CURRICULUM DESIGN

In order to examine the task-based syllabus, we need first to examine its role in the larger context, the curriculum. Here, I will describe a modified version of Nation's (1994) curriculum framework. Many other publications contain similar accounts of curriculum framework and design: Brown (1995), Nunan (1988a, 1988b) and Yalden (1987), to name a few.

There are four areas, interrelated by goals, to consider in any curriculum: the learner needs; the learning/teaching context; lan-

the course is usually described as an English for General Purposes (EGP) course. If a specific target situation is defined, such as English for scientists or English for students who are aiming to enter into an English speaking university, then the program may be described as an English for Specific Purposes (ESP) course.

In a useful curriculum, the target situation needs to be identified and described. If it is mainstream, then there is a considerable literature describing the English used in it. For example, academic, business, science and tourism situations are well documented.

Student, administration, parent and teacher attitudes to and beliefs about language also need to be taken into account in course description. Failure to do this could result in a loss of face validity, or, in other words, a belief that the course will not help the learners achieve their goals. Nation (personal communication) gave an example of a group of Vietnamese learners who abandoned a communication-based course because it was not teaching the

tal directions and instructions in the laboratory. They will also be required to write up chemistry laboratory reports, and read and write chemistry examinations.

The students' background could include six years of English study, and they could have a large knowledge of grammar and vocabulary, but never have had the occasion to use such in any real context. However, these students may believe that they need to learn grammar in order to learn language (a 'want') and the school administration and parents may expect a high TOEFL score.

Here, it should be noted that there are those who feel a needs analysis is not required for many students. Gershon (2000), for example, describes his students as TENOR (Taking English for No Obvious Reason), and suggests that time is better spent developing other aspects of the course.

THE TEACHING SITUATION

The teaching situation is another aspect of course design that must be considered if the course is to be successful. A matter as simple as the arrangement of desks in the room provides an example. If the desks in the classroom are fixed, then group work and discussion activities other than pair work will be very difficult.

Every teaching situation is unique, and so for every new situation a factor analysis needs to be conducted, [Nation (1994) describes this as a 'constraints analysis']. Each factor will influence the way in which a course is designed in some way, and so needs to be dealt with. These include learner, teacher, environmental and administration factors and I would add the contribution of the extended community.

Learners are a very important aspect of the language course. Above, we have already examined the learners' language knowledge and language learning 'wants' as a group. Individuals' similarities to and the differences from the group of learners are also important. Learner age, learning experience, background knowledge, interests, culture, first language, beliefs about language, level of motivation and view of the target culture are sev-

In a useful curriculum, the target situation needs to be identified and described.

guage learning principles; the syllabus which consists of the ordering, format and presentation, content and assessment aspects of the program.

LEARNER NEEDS

When designing a program, we need to ask ourselves what to teach. The answer may be found through a needs analysis, which should guide us to provide the most relevant information for the learner. The process is simplified here into the following equation:

$$\begin{aligned} &\text{English Required} \\ &\text{for the Target Situation} \\ &+ \text{Wants} \\ &- \text{Current Knowledge} \\ &= \text{Needs} \end{aligned}$$

The English required for the target situation will often define the type of course. If the target situation is not well defined, then

grammar which they believed absolutely necessary to learn a language.

The final step is to find out what the students already know. This is usually done by examining the students' English learning background and previous results, and testing current knowledge. Some courses determine whether prospective students need their course or not through a placement test. This is intended to guarantee a match between learners and needs.

For example in a needs analysis of a course for students intending to enter a chemistry program in an English speaking university, the target situation is well defined and predicts the kinds of tasks and English required. Students will need to be able to listen to lectures and take notes, interpret their notes and discuss them in tutorials, ask questions in lectures and tutorials, and accurately follow experimen-

eral other factors to take into account.

Likewise, those who are developing a course which will be used by more than the designer will need to consider the teachers who will use it. Some factors worth keeping in mind are teacher training, the teachers' first language and whether it is the same as the students, teaching styles, flexibility, and resources such as marking, preparation and material design time.

Environmental factors are those describing the physical surroundings of the course. Questions describing this environment, might include: what is the condition of the classroom; what teaching resources (e.g. photocopiers or textbooks) are available; what is the course duration; how many students are there per class; and, what resources are available for language contact in the community.

The final aspects to consider are administration, and the extended community, which includes any person, group of people or organization involved with the course. These groups need to be identified and their involvement with the program described. In a high school, for instance, any changes in a curriculum, which do not consider parents' opinion, may well meet with opposition.

A factor analysis should be conducted systematically with as many factors as possible identified. The next step in the process is to rank the factors that are pre-supposed to have the most influence on the course. This will help resolve problems when factors conflict.

LANGUAGE LEARNING THEORY AND THE COURSE

Once needs have been identified and the teaching situation described through a factor analysis, then we can start to select the course goals and develop the syllabus - not, however, without considering language learning theory. Many different language learning theories are in conflict. As yet, no one method has been proven as the best way to teach a language. Any course must therefore give at least a brief outline of the assumptions on which it is based. Once we have determined our goals, we then need to decide how they will be met and also to ensure they are met. The decisions about how goals will be met usually define the syllabus, whereas the process of ensuring goals are

being met is referred to as assessment.

THE SYLLABUS

Robinson (forthcoming: 2) describes a syllabus as decisions about 'the units of classroom activity and the sequence in

guage use.

Some examples of tasks are 'listen and draw', 'ranking activities', and 'projects.' 'Listen and draw' is an activity where the teacher describes a picture and the stu-

Format & Presentation	Delivery	Sequencing
Communicative	Student Centered	Grammatical Complexity
Functional	Teacher Centered	Natural Order of Acquisition
Notional		Frequency
Task-Based		

which they are to be performed'. A unit contains language content, format, and presentation. There are many varieties of syllabi. A course can be made from only one choice or a combination. However, these choices must be based on what the designer feels is the best way to achieve the goals defined by the needs and situation. The summary in Table 1 exemplifies some choices available in the format, presentation, delivery and sequencing aspects of the syllabus.

It should be noted that many of the choices are not independent and one format may assume a particular type of delivery and sequencing. Each of these choices is also related to a particular theory of language or language learning.

THE TASK-BASED SYLLABUS

My aim here is to describe the use of a 'task-based' syllabus (one of the choices under the format and presentation title) in a Korean university context. Later, I will introduce a method of sequencing the task through complexity, 'the result of the attentional, memory, reasoning, and other information processing demands imposed by the structure of the task on the language learner' (Robinson, forthcoming: 6).

The concept of a task-based syllabus is founded on ideas from the cognitive theory of language learning. Its basic unit is the task. Many language teachers and researchers have tried to define their version of a 'task.' My own definition of a task is any activity that has a requirement or objective necessitating meaningful lan-

guage use. Some examples of tasks are 'listen and draw', 'ranking activities', and 'projects.' 'Listen and draw' is an activity where the teacher describes a picture and the student must draw a representation as best they can. The objective is to produce a picture as close to the teacher's original as possible. This task is related to a fluency goal. Ranking activities, likewise, work towards fluency. Learners are asked to select a number of items from a list under set conditions and then discuss the choices with their partner, persuading them to select the same. Choosing three 'good teacher' characteristics from a list of ten is an example of such. Finally, projects require learners to produce language in some set genre such as a pamphlet, a tape or a written assignment. The goal is a 'whole language' one, that is using all the language skills to achieve the objective.

THE TASK AND THE LANGUAGE LEARNING PROCESS

Having defined the task, we need, as Robinson (forthcoming) suggests, to examine some reasons for the effectiveness of its use in the classroom, and how task completion assists the language learning process. We will look at some characteristics of the language learning process itself and then at some characteristics of the task for use in the classroom.

Language learning is not a linear process or a steady accumulation of knowledge. When new input is processed, it must be integrated into the current system, and the current knowledge must be reformulated around the new knowledge. This takes time and, for a while, there are often periods of reduced accuracy. If the new information does not conform to a current rule sys-

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tem, the learner may reject it or the old rules entirely. However, use of a task allows students to develop in a non-linear way, as there is less focus on accuracy, and more on task completion.

There is also ample evidence that the learning process progresses at different rates. Thus two learners, who start with similar levels of knowledge at the beginning of a course, will most likely have adjusted their linguistic knowledge systems in different ways by the end of the course. On the other hand, a course which only progresses through the various grammatical structures with accuracy goals does not account for this. Ergo, if students engage in a 'task' with varying levels of knowledge and linguistic competence, they can utilize whatever tools or knowledge they have to solve the task problem at hand. Learners will have the opportunity to improve at their own rate, regardless of the general level of the other students in the classroom. This said, as most tasks in a conversation-based classroom are interactive, and complexity (see Table 2) and linguistic ability are not mutually exclusive variables, there is some necessity for reasonable uniformity in learner level.

A task is 'performance-referenced', meaning successful completion is not based on the learning of a language item or vocabulary, but rather to what degree learners can use their existing knowledge to complete the task. In other words, the activity is meaningful, and has a real-world reason for completion. In my experience, this is very motivating for learners as they have a sense of accomplishment upon task completion. The development of language competence is very slow, and progress is difficult to see from day to day, so this sense is very important for continued motivation.

The performance aspect of the task ensures that a learner uses any linguistic resources available to complete it. This can be both advantageous and disadvantageous. Students who have learned English for many years in a product-based education system value the knowledge gained at the end rather than the processes developed to get there. They have been exposed to large amounts of 'knowledge' but have had very little opportunity to learn how to use it. These learners are known as 'false beginners'; they are

beginners in learning to use the English language as a communication tool, but they have a large store of knowledge. Using tasks in this situation, then, encourages the learners to start using their 'knowledge' for communicative purposes and they can learn to use what they have learned at school.

On the other side of the coin, all available linguistic resources inevitably include the learners' first languages. This is only a problem if they are doing the task with a learner who has the same first language. Another criticism of the task-based syllabus is that it does not actually provide a framework for language improvement and will eventually result in fossilization (e.g.

scribe a great sequential model for video viewing which separates the task into its components. One of the reasons why watching a video is so difficult is that in reality it involves multi-tasking. Students must interpret images, and different cultural images, and process unfamiliar language at a rapid pace beyond their normal level of ability.

Prior knowledge is another of the dimensions. This refers to the amount of knowledge required to complete the activity. For example, if students were giving directions on a map, it would reduce complexity greatly by using a map of the local area. A teacher can provide the prior knowledge of an activity by pre-teaching it to the stu-

Table 2: The Dimensions of Task Complexity

Less Complex		More Complex
Planning time	→	No planning time
One task –simultaneous	→	Many tasks –simultaneous
One task –sequenced	→	Many tasks –sequenced
No prior knowledge	→	Prior knowledge
Few elements	→	Many elements

Hadley, 1998); the learner will not advance to other levels of the acquisition process. These criticisms are valid, but Robinson (forthcoming) has answered these with a framework for sequencing tasks according to task complexity, which moves from simple, context-supported tasks to real-world complex tasks that a native speaker would be expected to perform.

TASK COMPLEXITY

Task complexity is based on four dimensions: planning time before speaking; task number; prior knowledge; and, fewer elements or number of steps. If students have planning time before the task, either alone or with a partner, it will enable them to process aspects of the content, grammar and vocabulary prior to performing the task, so when they do it they will have more processing capacity for focusing on actual language production. Planning allows for compartmentalization of the language task, and thus, simplifies it.

Task number dimension refers to the number of tasks which are expected of the student during the activity. These can be concurrent, forcing processing at the same time, or sequential, requiring the result of one completed task to complete the next. To illustrate, Shaffer and Flatten (1997) de-

scribe a great sequential model for video viewing which separates the task into its components. One of the reasons why watching a video is so difficult is that in reality it involves multi-tasking. Students must interpret images, and different cultural images, and process unfamiliar language at a rapid pace beyond their normal level of ability.

students, either in the class or asking them to prepare beforehand.

The final dimension is fewer elements. The size of the actual task will be a factor in determining the degree of complexity of the task. To wit, in an activity where students are expected to identify the differences between each other's pictures, a picture where the main objects were different would be simpler than one with minute ones. These dimensions will occur on a scale of degree where one side will result in less complexity and the other in more. Table 2, modified from Robinson (forthcoming), is an example of how these dimensions and task complexity interact.

Thus we have developed a theoretical framework in task complexity to solve the problem of sequencing in the task-based syllabus. This framework also answers criticisms that the task-based syllabus only provides the opportunity to use the language, but does not actually improve the language. In my experience, provided the task is at the appropriate level of complexity for the students, the need for communication beyond the students' current level actually pushed the student to a

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higher level than they would normally produce, one of the conditions for language production (Nation: 1993, Krashen: 1982).

APPLYING THE TASK-BASED SYLLABUS TO THE KOREAN CONTEXT

To recap, some challenges in a Korean university setting include large classes of students who all speak the same first language, who vary in level, motivation and confidence, and who have attained a large amount of grammatical and lexical knowledge but are unable to use that knowledge in real world contexts. I believe that

communication. It must be converted into 'procedural' knowledge and the only way in which this can be achieved is through actual usage. In the Korean university classroom, the task-based approach provides students with an excellent opportunity to 'proceduralize' their knowledge.

A major advantage of using tasks in the classroom is that they offer the students a real reason to use a language. Tasks are performance-referenced, rather than form-focused. The learner must complete the task using whatever language skills they

tasks which more approximate complex real-world tasks. For various reasons, explained above, the task-based syllabus matches Korean learners in a university context.

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In the Korean university classroom, the task-based approach provides students with an excellent opportunity to 'proceduralize' their knowledge.

using 'tasks' would solve many of these situational factors in the Korean university.

Currently, there are twenty to thirty (or more) students in each class who are attempting to learn 'English conversation' and these learners all have Korean as their first language. Unfortunately, if an activity contains real communication, then it is a natural impulse to use the most effective linguistics system, namely Korean. In spite of this, by using a task at the appropriate level of complexity, I have found that the vast majority of the students will use English. They only resort to Korean when the activity is too complicated, or they are asking questions or clarifying activity directions.

This approach then, works well with large classes. Using tasks in group work of two or four, the students have a lot of contact time with the English language, and are obtaining much needed practice in its use. On the other hand, if the class is teacher centered, the average learner will get only approximately 2 minutes speaking time per hour. With tasks, that time increases more than ten-fold.

These students have been learning the English language for six-plus years at high school. They have accumulated a large store of knowledge of English grammar and vocabulary, but this 'declarative' knowledge is not sufficient for effective

have. Upon completion, the satisfaction is not focused on how well or how badly the language was used in achieving the goals, but on the fact that

the goal was achieved. It is motivating and confidence-building when the learners realize they can use the language learned, and such produces learners who are willing to sacrifice (some) accuracy for communication.

The final point here is related to complexity. This variable in tasks offers an explanation why some are too difficult and others too easy for our learners. It offers a way to break up real world complex tasks into more manageable ones. In the Korean context, taking complexity into account can help us develop the learners' language in a logical manner.

CONCLUSION

The task-based syllabus provides a theoretical grounding for format, presentation, and sequencing based on an ordering of task complexity in the curriculum framework. The syllabus accounts for large classes where the students have the same first language, and a large knowledge of the target language, but have not had the opportunity to use that knowledge in a communicative setting. It does so by providing an environment to use their linguistic knowledge. The complexity model provides a basis for its development though task sequencing, gradually introducing

Facilitator or Imperialist?

BY DAVID E. SHAFFER

Editor's Note: As foreign language professionals, we sometimes experience a dilemma: How can we best represent English culture in our classrooms without offending the language learner?



Contrast "most of the time we should impose 'English language culture' in the classroom. It is only through immersion, with the teacher as a model leader, that they will become accustomed to foreign cultural norms," as Mr. Dickey put it in his article "Role Model? Who me?" (which appeared in the January edition of this publication), with Dr. Shaffer's suggestion that, as English facilitators, we should be careful to make English instruction as unintrusive as possible on the culture of the learner.

Are we cultural role models, cultural imperialists, language facilitators, or ...?

As teachers of English as a foreign language, and as native English speakers in particular, we like to think of ourselves as facilitators bringing native-speaker expertise to the Korean classroom. Most of us would readily dismiss the suggestion that we are functioning as imperialists as pure nonsense. Before knee-jerk rejection of the accusation, however, let us take a look at a trio of tenets that the English language teaching profession holds dear and how the Korean student or non-student may interpret the implementation of these tenets.

Tenet 1: The English-only policy is the best way to teach English. This tenet

implies that the best way to learn English is to focus on that language alone, regardless of what other languages the learner may know. The forbiddance of other languages from the English classroom has a long history, most notably in connection with British colonialism. Their forbiddance gives the impression of superiority for English. The ulterior motives of colonialism are one reason to doubt the superiority of the English-only policy. Disregard for the fact that bilingualism or multilingualism is prevalent in many parts of the world is another. And the almost total lack of research supporting monolingual EFL teaching is an important third. Research on teaching German with monolingual methods, however, suggests that this method leads to alienation of students and deprivation of cultural identity.

Tenet 2: The native English speaker is the ideal EFL teacher. That native speakers of English provide the best models of the language and the ideal for students to follow has been taken for granted from the beginning of EFL instruction. The effect of all the cultural baggage that the native speaker brings into the classroom has long gone unconsidered. The native speaker in Korea is still considered to be the ultimate model of fluent, idiomatic English, to understand the cultural ties to the language, and to be the supreme judge as to whether what a student produces is acceptable English. There is no inherent reason, however, why a non-native speaker cannot acquire skill in these areas equal to or better than that of a native speaker. Indeed, it would be wise to beware of the wannabe-English teacher who pops up in Korea with "native English speaker" as a sole teaching credential.

Tenet 3: The earlier English is taught, the better the results. That younger children learn languages easier than older children is also a tenet that has gone unquestioned for a long time. So has its extension that young children's informal ability to learn languages carries over to the formal education of the classroom. Research has however shown that

younger age alone is not sufficient to provide the desired effect. A number of other conditions must also be fulfilled, such as no threat to mother tongue, qualified bilingual teachers, and strong societal motivation. In a Swedish school program where English instruction was begun two grades earlier, better results were not realized.

Whether the EFL programs and policies derived from these tenets over the years by governments of English-speaking nations have been intentionally imperialistic is debatable. That they have to a certain degree had the effect of linguistic imperialism is debatable to a lesser degree, and that at least a portion of recipient nationals perceive EFL as a form of linguistic, and by extension cultural, imperialism is clear. This point is underscored by the murder of a native-speaker middle school teacher in his school in a southern Korean city not too long ago. The attacker was said to have been distressed at the thought of his nephew being taught by a foreigner.

As English facilitators, we should be careful to make English instruction as unintrusive as possible on the culture of the learner. Koreans hold their cultural identity very dearly, and instructional methods of non-native instructors can easily be viewed as encroaching upon Korean culture. The use of English can be seen as threatening the very existence of Korean and Korean culture. The idea that a foreigner is a superior teacher produces an impression of dominance by an outside power. The imposition of a foreign language and foreign dominance are very vivid reminders of the detested Japanese colonialism, as is instruction in Japanese from the beginning of elementary school.

An English-only policy may not be the best policy. Activities using dictated Korean to address common English mistakes have proved both highly popular and effective. The native-speaker teacher should make an attempt to learn an appreciable amount of Korean to demonstrate that they recognize the value

-continued on pg. 11

Understanding Learning Styles in the Second Language Classroom

Joy M. Reid, Editor
Prentice Hall Regents: Upper Saddle River, New Jersey,

1998, xiv +207

Reviewed by Jonathan Aubrey

If you've been putting in lots of hours at your local library looking up articles related to learning styles, then look no further, as this book might just be you. *Understanding Learning Styles in the Second Language Classroom* is a collection of 16 original essays written by internationally-known teachers/researchers. The collection presents a thorough, yet concise, discussion of the fundamental learning style issues, and is appropriate reading for both new and experienced teachers alike.

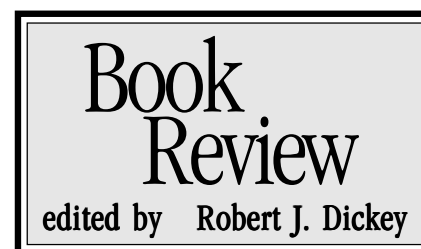
The book begins with a solid introduction to Multiple Intelligence Theory and it continues to get increasingly more in-depth as specific chapters unfold on auditory, visual, and kinesthetic learners. Along the way, the authors manage to strike a nice balance between theory and practice, providing ample suggestions on how to best reach and empower the learners in the ESL/EFL classroom. Upon completion, the reader has been taken through a journey of the central issues related to learning styles, including the belief that every person has one or more learning styles, learning strengths, and learning weaknesses; the nature and nurture argument, how

learning styles exist on wide continuums and are value-neutral, and how students' strategies can often be linked to their own styles.

Of particular interest to teachers and teacher-researchers, is the set of appendices that follow, which contain a comprehensive collection of assessment instruments for identifying learning styles. For teachers that are interested in classroom research and data collection, this book has much to offer in the way of sample instruments. The instruments provided include: Multiple Intelligence Inventory for Teachers, Student-Generated Inventory for Secondary and Young Adult Learners, Perceptual Learning Style Preference Survey, The Tyacke Profile, Motivation and Strategies Questionnaire, Academic Work Style Survey, Instructor Self-Assessment Form: Group Work Design and Implementation, Style Analysis Survey (SAS): Assessing Your Own Learning and Working Styles.

As with any book, this one is not without a few weaknesses, albeit minor ones. First there is not much here related to 'literacy' or how this applies to unschooled adults. The field itself

is somewhat devoid of information in the area, and this text does little to help bridge the gap. For teachers that are looking for ground-breaking research in this area, give this book a miss, as it is clearly not the one. Second, the essays discussing 'visuals' do little to distinguish between written text and pictures. It fails to mention the different responses that learners may have to each and what impli-



cations may arise from such. Lastly, with a suggested selling price of US \$30, it carries a rather hefty price tag - quite expensive for 207 pages, especially for students. If time is money, though, this book is still well worth the investment.

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>

-Culture Corner continued

of Korean. Korean can be used in the classroom even if the facilitator knows no Korean. Allowing students to ask *What is (Korean term) in English* keeps the conversation flowing. If the teacher cannot answer the question, one of the other students likely can.

Most English language texts are heavy on anglocentric culture content while many of the students will never live outside of a Korean environment. Discussion topics, role plays, and group activities can easily be devised to center on Korean situations to add more realism and interest to the lesson. Quality

teaching and professionalism should always be utmost in the minds of the EFL teacher. A lack of it is sure to lead to disdain of the native-speaker teacher. Admittedly, this has been a problem in Korea at all levels of English education, much more so outside of KOTESOL than within, and KOTESOL is doing a commendable job of raising those standards of professionalism. As opposed to the imperialist, the English facilitator is appreciative and respectful of the language and culture of his or her students.

SUGGESTED READING

R. Phillipson (1992). *Linguistic Imperialism*. Oxford University Press.

J.M. Valdes (Ed.) (1986). *Culture Bound*. Cambridge University Press.

THE AUTHOR

David Shaffer holds a PhD in Linguistics and has been a regular writer on language and culture in Korea's various English publications. Dr. Shaffer is a tenured associate professor at Chosun University, has taught in Korea since 1971, and has been a KOTESOL member since its inception in 1993.

"Casting the Net: Diversity in Language and Learning"

The Annual conference this year is scheduled for September 30th (Saturday) and October 1st (Sunday), at Kyungpook National University, Taegu, and will be hosted by the Taegu Chapter. We are very happy to have some notable plenary speakers to talk on the main theme: Dr. D. Allwright (Lancaster University, England) and Dr. Leo Van Lier. Dr. Andy Curtis (Polytechnic University, Hong Kong) will also give some special workshops on "Managing Change".

Dr. Allwright is known for his provocative investigations into the essence of language learning and teaching, including topics such as "What do we want teaching materials for?" (1981), "Perceiving and pursuing learners' needs" (1982), "Why don't learners learn what teachers teach?: the interaction hypothesis" (1984), *Autonomy in language learning pedagogy* (1990), and *Focus on the language classroom: an introduction to classroom research for language teachers* (1991). Dr. Lier is also an authority in language learning, having published *The Classroom And The Language Learner* (1988) and *Interaction In The Language Curriculum* (1996). These deal with issues of ethnographical enquiry and the importance of interaction as learning content. The second book promotes a process view of language teaching, focusing on Autonomy, Awareness, Authenticity and Achievement as guiding principles in curriculum design, rather than the "snapshot" testing of isolated linguistic items:

"It is quite possible that the deepest, most satisfying aspects of achievement, and the most profound effects of education, both in positive and negative terms, are entirely unmeasurable. What if we held educators accountable for the quality of the memories they gave to their students, rather than for averages on national tests?" (Van Lier 1996:120).

This humanistic ethos, and the view of the classroom as "a complex system in which events do not occur in linear causal fashion, but in which a multitude of forces interact in complex, self-organizing ways" (Van Lier 1996:148), is particularly relevant to the topic of Diversity in Language Learning, and we anticipate stimulating plenaries from both speakers.

OTHER FEATURES OF THE CONFERENCE:

- * a panel discussion on the state of Korean education, focusing on the need for change. We hope to have a representative from the Ministry of Education (as well as others from Teachers' organisations in Korea) and we will be inviting EBS to broadcast this (with Korean subtitles);
- * special teaching workshops on management of change (Dr. A. Curtis);
- * trips to Kyongju, sponsored by the Kyongju Tourist Board (Friday and/or Monday);
- * computer workshops. We would like to have workshops running both days, on aspects of computers and language learning - learning how to browse, learning how to make home pages, how to use email to supplement lessons, how to use home pages to supplement lessons, how to use home pages as learning resources, etc.
- * presentations, teaching workshops, poster displays, publisher displays;
- * pre-conference dinner at Kyungpook National University.

VISITORS

We hope that the national conference this year will be notable for the number of Korean participants -- teachers, students, professors, etc. These people are the main force in education in this country, and we need to make them welcome and share our perspectives and skills with them. Organisations such as KATE, KOSETA, and KAPEE are therefore



being invited to publicize the conference and to encourage members to attend. Those of us in contact with teachers and students can also help by inviting these people to the conference.

HELP

Yes, we need lots of volunteers, now and on the actual weekend. Please contact the conference chair if you can offer help in any way -- (email) <kconference@hotmail.com>

HOME PAGE

When you have a chance, check out the home page: <<http://www.kotesol.org/conference/>> and let us know if you have any problems accessing it. As proposals come in, we will be putting the abstracts and bio-data on this page, along with the conference schedule, floor plan, directions for getting to Kyungpook National University, related links, and registration details. Please let us know if you have any ideas to improve the site (same email address).

See you there!

Check us out on line: www.kotesol.org

Aston University Language Studies Unit

MSc in TESOL/TESP

BY KEITH RICHARDS AND
JANE WILLIS

BACKGROUND

The Aston MSc, which can be taken entirely in distance mode (i.e. no visits to UK are required), was established well over a decade ago as the only one of its kind in the United Kingdom. Internationally recognised, we now have over 650 successful graduates, a majority of whom have gained promotion and better jobs as a direct result of their Aston Master's studies.

In its revised modular form, the Aston MSc represents the fruit of twelve years' experience in the field of distance learning. The eight specialist academic and two support staff work as a dedicated team and between us we have well over ninety years of shared experience in the field of distance learning TESOL/TESP at Master's level.

CONTEXTUALISED EDUCATION: THEORY IN PRACTICE

Out of this shared experience of distance education, we have developed the concept of *contextualised education*, in which we seek to create the conditions under which it is possible for participants to make the course meaningful in terms of their own professional context. This is not a course where we provide the 'theory' and leave the application to participants; it is better understood as a process of professional and personal development based on the exploration of 'theory in practice'.

The programme involves participants in the excitement of 'becoming theoretical' in the context of a professional environment with which they are familiar. As an example, participants are free (with the support of the subject specialist) to

select their own assignment topics, arising out of their own classroom or professional practice.

FLEXIBILITY

The greatest attraction of our modular distance learning course is that it allows maximum flexibility. Participants can tailor the course to their own professional needs and aspirations, making the best use of whatever local opportunities exist.

Participants are free to choose whichever modules they wish in whatever order they wish (although the MSc must be completed with a dissertation), at whatever time they wish, paying for each module as it is ordered. However, it is important to help participants plan the best pathway through the programme, and with this in mind there is an initial (compulsory) Foundation Module.

COURSE STRUCTURE AND CONTENT

The Foundation Module is the linchpin of the whole programme. This is more than just an introduction to the modules in the programme, it is also an introduction to planning and study at Master's level and a guide to academic writing. At the end of it, participants submit a portfolio of work which comprises samples of work from all double modules and rationale for their initial pathway choices. This gives them a clear picture of what lies ahead in terms of both content and assessment, and, more importantly, an understanding of how they relate to the programme.

In order to complete the MSc successfully, participants must accumulate 180 credits, which must include the Foundation Module (20 credits) and the Dissertation (30 credits). All double modules are worth 20 credits and single modules are worth 10 credits.

The following double modules are currently available: Foundation Module, Methodology, Text & Discourse Analysis, Course & Syllabus Design, Investigating Interaction in Context, Materials Analysis & Production and Lexical Studies. Single modules include: Grammar of Modern English, Teacher Development, Language Testing, Computational Linguistics, Management of ELT, and Distance Learning. A module on Teaching Young Learners is currently being developed.

ASSESSMENT

All assessment can be by assignment. However, participants have the option of electing for a written examination in three of the double modules.

TIMING

Participants can join the programme at any time and are formally registered at the next available registration date (1 January, 1 April, 1 July, 1 October). The course can be completed in 24 months, or any time within five years. Participants aiming to complete in two years normally spend around 12-15 hours a week at their studies.

SUPPORT

Any successful distance learning programme depends on effective participant support.

At the core of our support network is the tutor system. Participants are assigned to an Aston Tutor who will be working with a maximum intake of twenty participants in any calendar year (the norm is 10-12). Experience has shown us that this allows us to develop strong personal contact with participants, essential for happy and effective study at a distance.

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In addition to their Tutor, participants have direct access to the subject specialist who gives academic support for the particular Double or Single module(s) they are currently studying. The following staff are also there to help: MSc Administrator, Financial Administrator, Pastoral Tutor (personal), and LSU Director (general).

'At the beginning, I saw theory as a more remote concept, but through the module you begin to see your own teaching context as having significance, and learn to support this through the numerous references that can be followed up.'

Sandra Fraser UK

"I can't say enough about the program and its benefits . . ."

Regular contact is maintained through a monthly newsletter and an email discussion group.

Where there is a sufficiently large group of students (at least 6-8, depending on location), we establish a Local Resource Collection consisting of key books and journals, to which we make regular visits. Every six months a programme of visits is published and attendance is open to all participants, whatever the venue.

Participants are always welcome to visit us at Aston, and to spend some time studying on campus under the guidance of a specialist tutor.

FEEDBACK FROM PARTICIPANTS

We have received very positive feedback both from our external examiner and from our course participants. Typical comments from people who have completed the Foundation Module include:

Being carefully taken through the elements of what is required of us as we aim for the master's level was very helpful and thought-provoking for me, and made me reassess how I regard my own role as a teacher and what I can possibly achieve.'

Mary Forbes, Japan

One participant described how he and his group were already getting a taste of the benefits of Action Research as they progressed from the Foundation Module through the MSc:

'I can't say enough about the program and its benefits for me personally. [...] upon reflection for me it was a slow process of "wow, there are lots of really interesting things ahead and I want to get out there and have a listen, take a look, and be part of the chat." The energy put into the modules really makes me feel tuned in to some incredible minds discussing a lot of issues that resonate in and outside the language classroom'.

Robert Salter, Japan

'I don't think I've ever had such detailed and considered feedback before. Wonderful. Not only rewarding and invaluable to receive, but also something which will inform my own practice.'

Julian Brasington, UK

ASTON GRADUATES' PUBLICATIONS

We are especially proud of the performance of our graduates – they have published many papers in internationally refereed journals in our field. In the past year you'll find papers written by our graduates in journals such as *TESOL Quarterly*, *Language Learning* and *ELT Journal*, and recently a graduate from our Spain centre won a prestigious international award for his first book, on pronunciation.

MAINTAINING HIGH STANDARDS

This performance of our graduates over the years has placed a heavy responsibility in terms of maintaining academic standards. Here at Aston, the close contact between tutors and participants, combined with a rigorous double marking system, has already proved itself very robust. We have also built in a random telephone viva check as a further guarantee.

THE WAY FORWARD

Our aim in designing this programme has been to move away from the idea of a lockstep procedure, and to offer a flexible framework within which individuals can realise their professional potential.

With the right educational philosophy and strong practical support, distance learning offers an ideal opportunity for intellectual, professional and personal development.

WHO TO CONTACT

If you are interested in finding out more about the Aston MSc in TESOL or TESP, please contact

**Sue Morton,
Language Studies Unit,
Aston University,
Birmingham B4 7ET.**

Fax: + 44-121-359-2725.

Tel: + 44-121-359-3611.

Email: LSU@aston.ac.uk

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Membership Spotlight

edited by Jerry Foley

For this issue our spotlight is on Dusty Robertson who was born in Texas and raised in Oklahoma. She lived in Hawaii for five years and feels that that is where her heart calls 'home.' She first came to Korea in 1993, worked at Min Byung Chul Institute in Taegu, then taught at Keimyung University, also in Taegu, for three years. Then she changed to Pusan University of Foreign Studies for three years and is now currently in her second year as a professor at Kosin University in Pusan.

Dusty's education is quite varied: an A.A. in Humanities from the University of Hawaii; B.A. in Bible/English from Southeastern Bible College in Florida; M.A. in Missiology/Cross-Culture Communication from Regent University in Virginia, TESL Certificate from Seattle University; M.A. -in-progress in TESL/TEFL from the University of Birmingham, England. She has attended the KOTESOL national conferences since 1994, which according to her have proven time and again to be the best source of professional growth available in Korea. The monthly chapter meetings offer not only an opportunity for the rare meet-

ings among local teachers but a place where we can share our well-earned knowledge and experience.

In the area of teaching philosophy and style, Dusty believes that task-based teaching works best for her and her students. It keeps the teaching from being teacher-centered. She uses humor, games, video and drama to lower the students' affective filters and to stimulate their intrinsic motivation.

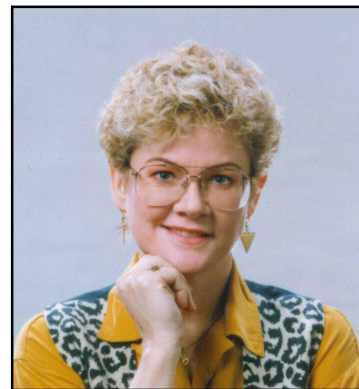
After finishing the Birmingham program in two years, she will probably pursue work in several other countries to widen her teaching experience. She feels she will eventually return to work in Korea. She has an idea for a textbook that she is slowly developing and this is part of the reason for doing the Birmingham MA.

Dusty has quite a number of extra curricular activities. These include being a horse trainer, scuba diver, marathon runner, and she has a red belt in Hapkido. Also she enjoys painting, writing, and loves dancing.

As to travel experiences she has been in 20 countries. This includes backpacking in 1995 through six European countries in five weeks, Australia and New Zealand a few winters ago, Canada and the Mexican Caribbean last summer.

Commenting on living and working in Korea, she feels related to Koreans because she is part Cherokee Indian, who

have the same ancestors in the Mongolians as the Korean. Then she went on to quote, "Living and working in Korea is the best thing that has ever happened to me. I came here by the call of God. I questioned him about that, reminding him that there were more Christians in Korea than other Asian countries, so why not Vietnam or Japan?"



His Spirit spoke and said that He had something for me to do and something for me to learn." Dusty says that she has been doing a lot in English teaching and Bible teaching but mostly she has learned not to be so 'American', i.e. ethnocentric, domineering, dominating, egotistical, judgmental of everything and every way non-American. She ends with, "Koreans have taught me the meaning of hospitality, humbleness and meekness. I am a better person for having lived and worked in Korea."

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

Severance Pay

ANSWERED BY **ROBERT DICKEY,**
JINSUK LIM, FRANK TEDESCO &
STEVE GARRIGUES

QUESTION: My university is trying to get us (foreign instructors) to join the Teachers' private pension plan, and they will not offer us severance pay. Do you have any information on this issue? - Louie Dragut <lldragut@ppp.kornet21.net>

ANSWER: People who are full-time "permanent" employees of private colleges/universities are eligible for private pension programs. The definition of "permanent" is pretty much left to the discretion of the university -- a few years ago, foreigners were routinely included, now they routinely are not. At my university, I had to waive my right to the "13th month severance pay" (t'oejikkeum in Korean) in order to join, as the program is somewhat like an annuity, with university matching funds. ALMOST ALL foreigners are now part of the national pension program, because the government is pushing schools to define foreigners, and newly hired Korean professors, as non-permanent until tenured.

In the case of a private university pension program where the university "matches" the contributions of the employee, the requirement of severance pay seems not to be applicable. Many schools require some period of year(s) for the program to vest, thus the employee has to be considered a "permanent employee" to become eligible for the pension program, and exemption. I worked one year at a private university. When I left my pension hadn't vested, so I got my contributions back (without interest) but no severance, and the university got its matching funds back (because of nonvesting).

At my present school, if you leave before 5 years, you get nothing (minimum vesting). After 5 years, I get what I put in plus the school's matching funds plus interest from the first month's payments. So, if you don't plan to stay at your present university for quite some time,

my advice would be not to join the private pension plan if you have the option.

If you do join the university pension plan, some schools will try to insist that you do not get severance. In annual contracts, some universities even write that foreign instructors will not receive severance pay.

Lawyers have assured me, however, that the Private University Pension Program does NOT abrogate the university's need to pay severance (1/12 of the earnings of any employee who works 12 months or more, not just one month's pay, but overtime factored in too!) unless the foreigner is considered a "regular" employee. Regular (full-time, anticipate employment for life) employees are excluded from annual severance pay if in a private pension program.

Note that now EPIK, as well as many smaller language schools, often only offer 11 month contracts to try avoiding (the problem of paying) severance allowance.- Robert Dickey <rjdickey@soback.kornet21.net>

ANSWER: My husband had a contract with a private university in Seoul 6 years ago, which stipulated waiving his right to severance. After he quit his job, we found out that he was eligible for severance pay according to the labor law regardless of the contract and he got what he was entitled to. We had to apply for mediation through the local Labor Office because the university initially refused to pay. Labor Law precedes the individual contract you make with educational institutions. - Jinsuk (Jenny) Lim <jinsuk_lim@yahoo.com>

ANSWER: Let me clarify one point. If you have not joined a pension plan, you are eligible for severance pay (t'oejikkeum). If you have joined a pension plan, you are not eligible for severance. You are eligible for severance pay for the period you are not in a pension plan. Remember you must have at least a 12 month contract to be eligible for severance pay. If you have other questions about your worker rights, you may

wish to contact the Counseling Center for Foreign Workers at the Seoul Diocese (02) 779-2049. English is spoken. The ladies there are fine people. - Frank Tedesco <frankmtesco@hotmail.com>



ANSWER: The 1986 English version of the Labor Laws of Korea (Ministry of Labor, Republic of Korea), section five, Labor Standards Law, Article 28, states the following:

1. An employer shall establish a Retirement Allowance System which provides at least thirty days average wage for each year of continuous services of workers scheduled for retirement. However, this paragraph shall not be applicable to employer having service of less than one year.

2. In establishing the retirement allowance system provided under paragraph 1 above, there shall be no discriminatory systems established in one business.

The term "retirement allowance" as used above in the labor law and in the English version of some people's contracts is the same as "severance pay" (t'oejikkeum).

The effect of a "private university law" on the severance pay of foreigners still seems to be resolved on a case by case basis.

For anyone needing legal advice, in addition to the Catholic Counseling Center for Foreign Workers mentioned above, the Korea Legal Aid Corporation maintains a service for foreign workers in Korea. They can be contacted at (02) 579-0077 or (02) 576-2414. - Steve Garrigues <steve@bh.kyungpook.ac.kr>

What's Up In KOTESOL

edited by **Kirsten Reitan**

Taejon

by *Edith Dandenault Swain*

Taejon is getting ready for a busy spring! The chapter will be hosting its Sixth Annual Drama Festival at Hannam University on May 20th, 2000. This year the chapter has decided to divide the day's events into two parts: elementary school plays and high-school/college plays. The children's presentations will be taking place from 1:00 - 3:00, and the older students' from 3:30 - 5:00. The chapter will be welcoming people from different parts of the country, so spread the word and come enjoy the fun!

In its June meeting, the chapter will be turning to its members to be presenters! Under the theme of "Swap shop", teachers from different places and levels are being invited to present for fifteen minutes each, on activities that work. The main aim of that meeting will be to allow people to share ideas and present material that they know has worked well for them. All types of activities will be welcomed and first time presenters are being encouraged to join. All those who'd like to present should send a message to Edith at msd26@hotmail.com. Make sure to mark the date on your calendar, it promises to be an exciting and informative session.

Earlier this spring, the chapter came alive with over thirty members at its first meeting. The enthusiasm that was generated was contagious! The first of these "new millennium type meetings" was a great success. With a new 30-minute coffee break for chatting, and door prizes, the crowd was feeling right at home. As of the April meeting the chapter also put together a book swap counter, which was a great success!

If you haven't been to your chapter meeting lately, come take a look now- you're always welcome!

Chongju

by *Erik Newson*

May will be a month of new steps for the Chongju Chapter. On May 27, the chapter meeting will take place outside of Chongju for the first time. The meeting will take place in Chungju (note the spelling) at the local campus of Konkuk University. Meeting time is 2:30pm at the Department of Humanities. The presenter will be Holger Nord who will be doing a presentation on using advertisements as a teaching tool. Mr. Nord has taught in Korea now for 4 years. This will be the last chance to see him in action before he goes to Melbourne to work on his Ph.D.

Chungju is located about an hour's drive northeast of Chongju. For members and meeting-goers from Chongju, members will be meeting in front of the front gates of Chongju University at 12:30pm and then car-pooling to the meeting site. This will be the last meeting before the summer. The following meeting will be on September 16.

Chongju Chapter is also happy to announce the selection of two people to cover the vacant positions in the executive. The new secretary is Laura Dominguez and the Treasurer is Paul Hwang. Please come out and ask them lots of questions.

The March meeting went very well and the chapter was happy to see so many of the new local teachers taking part. Doug Margolis gave an excellent presentation on classroom management and teaching strategies. The sixteen participants had lots of comments and received lots of answers from the presentation. Hope the summer finds you well!

Taegu

by *Gloria Luzader*

Wow, the great weather has arrived in Taegu. Come and visit the chapter for informative meetings and then stroll the beautiful campus of Kyungbuk National. Everything is in bloom and ripe for the glance.

The May 6th meeting will be with David Dugas speaking on Oral Evaluations. This is a concept many teachers are vitally in-

terested in. Anything to get the students away from the standard of "which page do I memorize for the test?"

The June 3rd meeting will feature Kim, Kyung-Yong who will treat the chapter with the perspective of "Cross-cultural Differences in Language." This will be an exciting presentation and the chapter always welcomes a good crowd of KOTESOL people to join them.

The July 1st meeting will be the time for all members and friends to share their "tips of the trade." Please bring copies of your "tips" to share with the many teachers attending. After the meeting the chapter will adjourn to their favorite kalbi café. Members get their meal free, but non-members are encouraged to join the festivities for a small price. This is a grand twice-a-year occasion and celebration of being active Taegu KOTESOL members.

One of the student members, Jung Eun-Kil, from Kyungbuk National University was introduced and given a standing ovation at the April meeting. He won the National Speech Contest and was awarded 3,000,000 won after being chosen the best of the best over 176 contestants. He is a former KATUSA and was faced with a 10-minute interview. The Minister of Education awarded his prize. Proof positive that really working on your English will pay off. Yea! Applause! Applause!

The April presenter was Serge Babin from Seoul International School. This was a vital active presentation that had folks all out of their seats. Some incredible ideas to use with the advanced students, middle school and high school teachers during teacher training sessions by improvisation and debate were given.

Please come visit the Taegu Chapter meetings, the first Saturday of the month.

Pusan

by *Jennifer Depto*

On May 13, 2000, the Pusan Chapter proudly presents "Pusan 2000: Pursuing Possibilities in ELT" at Pusan National University, The Institute of Language Education. It is one of the most renowned and anticipated yearly events for EFL/ESL teachers, publishers, and other educational organizations, not only

in the Pusan area but also throughout Korea and nearby countries as well. Pusan KOTESOL invites all!

The June meeting will “volley” into summer on June 24th with a *Picnic!* Planned will be a short presentation followed by volleyball, games and more. The location is yet to be determined so catch details at the website.

Can one person's garbage be another person's treasure? YES, when it's a book swap! The *BOOK SWAP* during the April 29th meeting was a rewarding event! Colleagues exchanged novels, magazines, textbooks, teaching resources, and more. Get ready for another one soon.

The Pusan chapter would like to welcome Jerry Foley, the new Membership Coordinator. Jerry has been teaching English in Korea for several years now. Currently he is employed at Kumoh National University of Technology and has attended the Cambridge/RSA course at Yonsei University in Seoul.

The March meeting welcomed Darlene Heiman of Inje University. She enlightened members on using folk stories and fairy tales in the ESL classroom. The activities were enjoyable and teachers have since used them in their own classrooms.

The main presenter for April was John Baker of Dong Myung University, who has been teaching in the ESL field for many years throughout Asia and is presently pursuing a second Master's in TESOL. His presentation, “*Dictogloss*”, encouraged participation by all. Terri Jo Everest of Pusan University of Foreign Studies offered “Traffic Lights in Language” for the “What Works” presentation. April's presentations were quite lively and informative.

There will be no May meeting due to the conference. For Pusan Chapter updates: <http://members.xoom.com/pusankotesol>

Cholla

by Adam Lee

In May, the monthly meeting's location will return to Jeonju University on the 11th at 2:30 pm. Both presenters are being shipped in from Kunsan for the afternoon, Seo Eun Mi from Howon University and

Adam Lee from Sohae College. Seo Eun Mi will be challenging members on the subject of “Whole Language Approach for Korean Students,” and Adam Lee will be making them blush with a presentation titled “Shocking Asia: Scatological Pedagogy in the EFL Classroom.” On June 10th the monthly meeting will be held in Kwangju at Chonnam Girl's High School. Rachel Phillips and Todd Terhune, two former Cholla Chapter presidents, will be presenting at that time. Meetings during the vacation months of July and August are still tentative.

Cholla Chapter's Annual Regional Conference took place on April 15. This year it was held at the International Conference Hall of Kwangju's Chonnam National University. The theme of the conference was “Teaching and Learning: Making the Connection.” Sixteen engaging presentations by publishers, native speakers, and Korean teachers of English addressed that theme throughout the day. The plenary address, “Raising the Target Language Index in Language Classrooms,” was given by Dr. Gyonggu Shin from Chonnam National University's English Department.

The Regional Conference this year was used also as an opportunity to conduct a massive publicity campaign and membership drive. The Chapter's mailing list contained 115 names at the beginning of April and is expected to reach over 200 during this semester if recruiting goals are achieved. This year has commenced with high attendance and many new faces at monthly meetings. The Conference also provided a prime opportunity for the new executive board to function together for the first time. With the aid of ample ideas and sweat from the Conference Committee, everybody worked together and really bonded well as a unit. From the top on down a climate of growth and excitement can be felt spreading within the Chapter.

Cheju

by Christopher Smith

The most recent meeting for Cheju was Saturday, April 29 at 4:00 pm at Jungang Girls High School. The presenter was Ms. Kang Young Bok, an English teacher at Cheju Tourism Industrial High School. The topic of her roundtable discussion was “Evaluating Conversation.”

After a long winter break, the Cheju chapter began the new school year with a meeting of the executive committee. Future plans and directions for the chapter were discussed, and people were nominated to serve as officers in the association. On Sunday, March 26 they held their Annual General Meeting and elected officers.

Genie Hahn, an instructor at Cheju National University's Department of Public Administration, gave a presentation on Community Language Learning- CLL. She demonstrated the technique, discussed theoretical considerations, and responded to questions and comments.

Following this presentation, Christopher Smith of Cheju National University's Department of English Language & Literature discussed his plans to form a reading (extensive) club in his department and took suggestions on how such a club might be most effective.

Finally, they discussed plans to have a presentation followed by a roundtable discussion on previously agreed upon topics at future meetings.

Kyonggi

by Vernon Mooers

Meetings of the Kyonggi KOTESOL Chapter are held on the first Saturday of every month at Suwon University in the Humanities Building, Room 401 from 3:30-6:00 P.M.

The next Kyonggi Chapter meeting will be on Saturday, May 6 at Suwon University. Dr. Seo Eun-Mi, who will present, is now an associate professor in the Dept. of English at Howon University in Kunsan. She will give her talk on “Whole Language Approach for Korean Students.” The basic concept of whole language teaching is that the four skills, speaking, reading, listening and writing are mutually supportive and are not separate. Students can learn effectively when they learn a language as a whole instead of breaking parts. In this workshop, Dr. Seo will show several activities using a whole language approach.

On June 3, Dr. Duane Vorhees of The University of Maryland at Yongsan, and editor of the “Let's Talk” series will be guest

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speaker. Dr. Vorhees received a Ph.D in American Culture at Bowling Green State University and has previously taught at Seoul National University and Korea University.

The last meeting on April 1 was attended by over 25 people. The lively presentation on "Information Gap Activity: Reading from Elementary Level to Intermediate Level" was by Edith D. Swain (Hannam University) and was enjoyed by all.

All members or those interested, especially new people teaching at language institutes, public schools, universities, colleges or companies anywhere in the Kyonggi Region are welcome to attend. For information on how to get to Suwon University- College of Humanities, contact Vernon Mooers at (0331) 220-2113 or 016-812-7150.

Seoul

by Asif Siddiqui

The Seoul chapter regularly holds meetings on the third Saturday of every month

at Konkuk University on the green subway line. Meetings will be held on May 20th, June 17th, and July 15th. Until further notice, the venue of the meetings will continue to be Room 308 of the old College of Liberal Arts at Konkuk from 3:00 to 5:00 PM. This is disappointing news for the chapter as it had been hoped that chapter meetings would be moved to the new College of Liberal Arts building at Konkuk University in April. Unfortunately, the building is not complete as of yet. Please check the KOTESOL website and the English Beat Newsletter for details on the presenters.

The first major KOTESOL conference of the new millennium was held at Sookmyung Women's University in Seoul on March 18, 2000. It featured two prominent academics as plenary speakers: Dr. Horace Underwood of Yonsei University and Dr. Lee Chang-soo of the Hankuk University of Foreign Studies. In terms of the sheer number of presentations, it might have been the largest regional conference in KOTESOL history. Almost 40 presentations along with 6 additional workshops to facilitate teaching methods were

held. Next year's conference will have some large numbers to shoot for.

In conclusion, there is some good news for one of the Seoul chapter executive members, Mary Collins. She is presently the editor of "English Beat," the chapter newsletter. Mary has been accepted into the Ph.D. program in English at the University of Oklahoma. The chapter hopes, perhaps unrealistically, that she will be able to continue in her duties. If not, thank you for all you have done, Mary.

The chapter would be remiss if it did not thank some of the people involved in The Second Annual Seoul-Kyonggi-do Conference. It is, of course, impossible to thank everyone. Here is a short-list: David Kim, Tory Thorkelson, Jennifer Hicks, Kang Myung-jai, Boyce Fradsham, Dr. Lee Mi-jae, Dr. Yeum Kyung-sook, Lee Hyang-sook, Choi Yoon-kyeong, Lee Kyoungtae, and all the volunteers. Unfortunately, there are space limitations for this column. If your name was not listed, the chapter would like to assure you that your contribution was appreciated.

U of London Ad

Calendar

edited by
Louie L. Dragut

CONFERENCES

- June 3 '00** "Directions for English Education in the 21st Century" (for successful implementation of 7th National Curriculum) YETA Spring Conference. Pusan National University, Pusan. Contact Prof. Yun, Woon-Jin (Tel) 051-510-2617
- June 9-11 '00** "Computer Assisted Language Learning SIG Conference" JALTCALL 2000. Tokyo University of Technology, Tokyo. Contact Ali Campbell (Email) <campbell@media.teu.ac.jp> (Web) <http://jaltcall.org/conferences/call2000>
- June 15-18 '00** "People, Languages and Cultures in the Third Millennium" FEELTA International Conference. Far Eastern State University, Vladivostok, Russia. Contact: Marina Rassokha (Email) <rassokha@ifl.hb.dvgu.ru>, <feeltacon@dvgu.ru> (Web) <http://www.glasnet.ru/~marklen/LATEUM.html>
- June 19-23 '00** "Quality Language Teaching through Innovation & Reflection" LT2000. The Hong Kong University of Science & Technology, Honk Kong. Contact Elza Tsang (Tel) +852-2358-7850, (FAX) +852-2335-0249, (Email) <LCLT2000@UST.HK> (Web) <http://lc.ust.hk/~centre/LT2000.html>
- June 23-24 '00** "Applied linguistics: new millennium, new paradigm" Applied Linguistics Association of Korea International Summer Conference, Seoul, Korea. Contact: Young Shik Lee (Email) <yshlee@eve.hannam.ac.kr> (Web) <http://www.alak.or.kr>
- June 30 '00** "Embracing ELT in the New Millennium" KATE's International Conference, Hanyang University, Seoul. Featured speakers at the conference include David Nunan, TESOL President, Prof Hwang, and Juk-ryun of Seoul National University. Contact Prof. Byung-kyu Ahn (Email) <ahnbk@chonnam.chonnam.ac.kr> or Prof. Jay-Myoung Yu (Email) <jeyu@asan.sch.ac.kr> (Web) <http://edunet.kmec.net/~kate/>
- July 2-5 '00** "Reclaiming the ground in TESOL" ACTA-QATESOL National Conference 2000, Brisbane, Queensland, Australia. Contact: c/o Australian Convention & Travel Services, GPO Box 2200, Canberra ACT 2601 Australia. (FAX) +61 (0)2 6257 3256. (Email) <conf@ausconvservices.com.au> (Web) <http://www.pa.ash.org.au/qatesol>
- July 6-7 '00** "2000 International workshop on generative grammar" 2000KGGC, Seoul, Korea. Contact 2000KGGC International Workshop, c/o Prof. Youngjun Jang, Dept of English, Chung-Ang University, 221 Hukseok-dong, Dongjak-ku, Seoul, Korea (Email) <yjang@cau.ac.kr>
- July 29-August 1 '00** "Language Learning and Multimedia: Bridging Humanity and Technology" FLEAT IV, Kobe Bay, Japan. Contact (Web) <http://www.hll.kutc.kansai-u.ac.jp:8000/call1.html>
- Aug 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 4-6 '00** "Language in the mind? Implications for research and education," Singapore. Contact: Conference Secretary, Language in the Mind? Dept of English Language & Literature, FASS, 7 Arts Link Block AS5, National University of Singapore, Singapore 117570. (Email) <ellconk@nus.edu.sg> (Web) <http://www.fas.nus.edu.sg/ell>
- Sept 22-25 '00** "Language: Continuity, Challenge and Change" TESOLANZ, Auckland, New Zealand. Contact (Tel) +64-9-629-3606 (Fax) +64-9-629-3613 (E-mail) <hkniche@iprolink.co.nz> (Web) <<http://www.cmsl.co.nz/clesol2000>>
- Sept 28-30 '00** "Changing Faces: Facing Change" TESL Canada 2000, 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>
- Sept 30-Oct 1 '00** "Casting the Net: Diversity in Language Learning" KOTESOL National Conference, Taegu, Korea. Visit the conference site for information, call for papers, speakers, conference schedule, abstracts and registration details (Web) <http://www.kotesol.org/conference>. Contact A. Finch, (Tel/Fax) +82 (0)2 979 0942, (Email) <kconference@hotmail.com>
- Oct 7 - 8 '00** "Foreign Language Curriculum Design and Teaching at College-Level: Focusing on Research, Practice and Assessment: A Look into What's to Come in the 21st Century Department of English" Taiwan FL Curriculum 2000 Conference, Taiwan. Contact Department of English, Da-Yeh University (Tel) +886-4 852-8469 #6011, (Fax) +88694 852-0361, (Email) <curriculum21@yahoo.com>, (Web) <http://www.geocities.com/curriculum21/2ndcall.html>
- Nov 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 to JALT Central Office, Urban Edge Bldg. 5F, 1-37-9 Taito, Taito-ku, Tokyo 110-0016 Japan.
- Nov 10-12 '00** "The Ninth International Symposium and Book Fair on English Teaching, 2000: Changes and Challenges in ELT" Taipei, Taiwan. Contact Johanna E. Katchen (Tel) +886-3-5742705, (Fax) +886-3-571-8977, (E-mail) <katchen@mx.nthu.edu.tw> (Web) <http://www.helios.fl.nthu.edu.tw/~eta>
- Nov 15-19 '00** "Research & Practice in Professional Discourse" City University of Hong Kong, Hong Kong, Hong Kong. Contact (Tel) +852-2788-8209 or +852-2194-2625, (Fax) +852-2788-7261, (Email) <ecelec@cityu.edu.hk>
- Nov 17-19, '00** American Council on the Teaching of Foreign Languages Annual Conference, Boston, MA. Contact (Web) <http://www.actfl.org>

Nov 25-27 '00 "Revisiting Teacher Training" Seventh Annual Conference, Nepal English Language Teachers' Association (NELTA) Kathmandu, Nepal. 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).

Dec 14-16, '00 "Innovation and Language Education" International Language in Education Conference (ILEC) 2000, The University of Hong Kong, Hong Kong. Contact: Mr. Samuel Lau, Secretariat ILEC 2000 (Tel) +(852) 2859 2781, (Fax) +(852) 2547 1924, (Email) <ilec2000@hkucc.hku.hk> (Web) <http://www.hku.hk/ilec2000>

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

Nov 22-25 '01 "JALT 2001: A Language Odyssey" Third Pan Asian Conference 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>

For a comprehensive list of upcoming conferences and events look to the TESOL affiliates' Conference Calendar Website at <http://www.tesol.edu/isaffil/confcalendar.html>

CALL FOR PAPERS

May 31 '00 for Dec 14-16, '00 "Innovation and Language Education" International Language in Education Conference (ILEC) 2000, The University of Hong Kong, Hong Kong. Contact: Mr. Samuel Lau, Secretariat ILEC 2000 (Tel) +(852) 2859 2781, (Fax) +(852) 2547 1924, (Email) <ilec2000@hkucc.hku.hk> (Web) <http://www.hku.hk/ilec2000>

ASAP for Fall '00 The Korea TESOL Journal welcomes practical and theoretical articles on classroom centered research, second language acquisition, and teacher training. Contact: Prof. Robert Dickey (Tel) 0561-770-5136, (Fax) 0561-748-2812, (Email) <rjdickey@soback.kornet21.net>

June 30 '00 Richard R. Day and Julian Bamford seek contributions for their new book, Extensive Reading Activities (ERA). ERA is a resource book for foreign language teachers. Contact (Web) <http://www.kyoto-su.ac.jp/information/er/eracall.html> or for more information (Web) <http://www.kyoto-su.ac.jp/information/er>

EMPLOYMENT OPPORTUNITIES

The Global Leadership Institute of the KAIST Graduate School of Management in Seoul needs an Administrative Assistant. Please contact Dr. Betty Chung ASAP at 02-958-3676.

Four instructors wanted for the Center. of International Area Studies at the Hankuk Univ. of Foreign Studies (Yongin Campus). 1 year contract / housing / medical / visa. Contact Mr. Shin (Tel) 0335-330-4807.

Kyungnam University is looking for English teachers to begin late August. Contact Ron McNeely (Tel) 0551-249-2964 for more details.

Full-time English Conversation Instructors wanted at Hansei University in Korea. 1.6 m Won / month; 20 m Won Key Money for housing; health insurance. Contact Dr. Christine Chang (Email) <cjang@hansei.ac.kr>

Full and Part-time positions available in the Seoul area. Contact Ms. Nam (Tel) 02-3482-4050.

The SDA Language Institute in Chongnyangni, Seoul, seeks English teachers. Duties: 4 days per week; 6 hours per day; small classes; no homework or exams; competitive salary. Seventh Day Adventist preferred. Contact Ms. Song (Tel) 02-967-0805

Full-time English Conversation Instructor wanted at Foreign Language Education Center, Hannam University, Taejon. 12 hours/week, 1.8m won/month, overtime available, health insurance, pension plan, housing. Contact Shihee Yu (Tel) 042-629-7771 (Fax) 042-629-7840 (Email) <shihee@yahoo.com>

Disclaimer: "KOTESOL does not investigate these job offers or employers. Please use caution when considering any employment. You are recommended not to violate Korean Immigration and Labor Laws."

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

SUBMISSIONS

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 (Email) <lldragut@eve.hannam.ac.kr>, (Tel) 042-629-7387.

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Please direct all inquiries to
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See pg. 4 for contact information.

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KOTESOL DEPARTMENTS

KTT (KOTESOL Teacher Training)

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**Will it soon be time to renew
your KOTESOL membership?**

Check the "expiry" noted on the
TEC mailing label.

Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

Bylaws (Adopted April 1993 Amended March 1998)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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 (**대부은행**) 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, Kyonggi, 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: _____