



The Newsletter of Korea Teachers of English to Speakers of Other Languages Jan. 2001, Vol. 5 No. 1

KOTESOL

Wired for Excellence:

An evaluation checklist for web-based language learning programs

by Gerry Lassche

Introduction

Most teachers, at one time or another, have scrambled to find materials and activities for their students. Sometimes, they have resorted to simply turning the page of the textbook for the next suggestion from the authors. Nowadays, the Internet offers many more ideas and even custom-made programs, which teachers can just passively monitor.

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

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The English The Connection

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

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January 2001
Volume Five
Issue One

ISSN: 1598-0456

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The Leadership Retreat 2000 - “Decisions, Stupid!”

By C. Craig Bartlett

The Leadership Retreat 2000 was held on December 2nd and 3rd at the Apsan Tourist Hotel in Taegu, with thirty-six KOTESOL members taking part over the weekend. As with any gathering, there were meals eaten together, leisure-time taken together, and lots of conversation.



However, it was far from a “fun weekend”. That misconception was shot dead from the moment we got underway. Unlike previous years, where playful “team-building” was built into a program which began Friday evening and left Saturday evening free for unplanned socializing, this year meant business: from 11am Saturday through 9pm, and 8am until 1 on Sunday. There was no wasted money on Friday night accommodations, no time for games.

Our President, Dr. Andy Finch, began his Opening Address by saying that KOTESOL was in “crisis mode”. He spoke of a number of situations that deserved immediate attention. Among them, three were especially pressing: (a) The declining membership of the organization, and the resulting unhealthiness of some chapters; (b) The need to foster research in Korea and to get that research published; and (c) Developing accounting procedures that encourage transparency in our finances.

The greatest need for the weekend, as he saw it, was “Decisions, Stupid!” (thus, the theme for the Retreat). The point of our work was, in President Andy’s words, “reconstructing KOTESOL as a vital force in Korean education”. In essence, the objective was to initiate change, rather than

just talk about it. From that point on, our work began. A series of ideas were presented on cards, and we considered them as they rotated about the room. After that, we moved into “Breakout Sessions”, where issues were considered in more detail. The leaders for these sessions were Kirsten Reitan (Regional Conferences), Dr. Hyun Tae-duck (National Conference),

Jen Lalonde and Brian Fingler (SIG Workshops), Gerry Lassche (Effective Leadership), Christine Kienlen (Membership), and President Andy (Fundraising & Visibility, and KOTESOL Policy). Reports on the ideas coming out of these sessions were made to the group as a

whole, and were then reconsidered in a roundtable discussion on Saturday evening. This, in turn, led to a number of conversations that went long, long into the night. Based on all that work, the National



Executive Council met on Sunday morning to work through the issues and come to decisions.

Elections were held Saturday evening to fill vacant slots on the National Executive Council. Dr. Hyun Tae-duck was elected to the 1st Vice Presidency, which then made the 2nd Vice Presidency vacant. Jen Lalonde was elected to that post, and Michael Duffy was elected as Nominations and Elections

chair. Christine Kienlen was appointed Membership Committee Chair.

A number of plans for action came out of the weekend, designed to help KOTESOL go from strength to strength. First, Christine Kienlen has worked frenetically in order to increase membership in our organization, and is now setting up a network of membership co-ordinators in all chapters. Second, Jen Lalonde is now coordinating action to set up Special Interest Groups (SIGS), allowing KOTESOL members to meet, discuss issues of common interest, and do research. Third, the Conference Committee, chaired by Dr. Hyun Tae-duck, is now making the initial preparations for the 9th International Conference, to be held in Seoul on October 13 and 14, 2001.

The point of all the pre-Council meeting activity was to make sure that all the actions taken at the Council meeting, and all actions taken on behalf of our organization after that, are well-informed. The point of all this action is not so much what we do, but how we do it. Discussion, review, revision, and evaluation need to occur before, during, and after our actions and decision-making. As a result of the Leadership Retreat, people are now informed, energized and ready to work for the betterment of our organization. President Finch believes we must continue in process and through process, addressing, discussing, acting, evaluating and reviewing, all based upon “informed action”. In the end, the final objective was for participants to carry back to their chapters and committees not results, but concepts - ways to go, actions to continue, roads less travelled, and motivation.



Not Homework, Phonework!

By Douglas Margolis

Do you feel it's pointless to give homework because students copy from friends, don't do it, or in other ways defeat the purpose? Phonework may be the activity for you. This activity has been tested successfully on college freshmen with very low ability levels. Given all the cellular phones prevalent in middle and high school, with minor modifications, I believe this activity could also work there.

Don't study English; Use it!

Speaking a foreign language on a telephone can be a terrifying moment of truth. There's no escape from truly listening and truly speaking. Further, phone conversations are fraught with wonderfully authentic English practices that textbooks and writing assignments can't provide. For example, expressions, like "please hold," "one moment, please," "ahh," "hmm," and "what did you say?" are difficult to appreciate outside of the phone medium. Further, once students hear these expressions in the authentic context, they often acquire them with no hassles.

The following activity presents one approach to Phonework that I found effective. Throughout one semester of a tourism English course, I adapted this activity into three different "reservation" Phoneworks: 1) the plane ticket, 2) the hotel room, and 3) the Final Exam appointment. If your students can communicate their name, phone number, address, and other basic personal information, they're ready for Phonework.

The Prep

Materials: Two items are necessary to facilitate Phonework. One is the teacher's "phone message pad." Here, you record information that you provide to the students during the phone call. Later, you compare this message pad to what the students wrote to assess their listening skills. You could simply use a blank paper, but instead, I duplicated the box below 8 times per sheet of paper to keep more orderly records and to help me stay focused during the phone conversations:

In addition to the "message pad," you need to make the student instruction sheet. Mine listed objectives, grading criteria, one box like the above (but without words), and a 4-column table with 10 items each. For the plane reservation, these columns included travel dates, destinations, special needs, and budgets. The rows provided options such as April 5-13, December 13-18, January 1-5. After photocopying these papers, I then highlighted one option from each column in different combinations so that every student had a unique assignment.

I did not provide an example dialogue on this paper, but did offer samples via a website. Students who used these samples benefited, but some were tempted to try and read the dialogue during their phone conversation, which hurt their effectiveness and grade.

Student Prep: Phonework requires one or two classes, plus one or two weeks during the activity, depending on the size of

the class. First, students should practice survival English expressions: "Excuse me, could you talk a little slower/louder," "Sorry, I didn't understand," and "Could you repeat that please," will become very important during Phonework. Further, model and practice phone conversations, being sure to stress realistic elements like

Techniques
edited by Stephanie Downey

being put on hold and the different types of questions that they will likely hear and need to say. In addition, encourage them to practice with each other over the phone before calling you. The more time they practice, the less time they waste with you and the more effective the assignment becomes. Finally, for large classes, it may be helpful to assign specific days and times for phone calls in order to save yourself from being swamped at the last minute.

The Phone Call

In the case of the plane reservation, during the assignment, I tried to answer the phone like this: "Hello, ABC English Tours. How can I help you?" As soon as I confirmed it was a student, I usually put them on "hold," to grab my message pad and pen. Then we conversed. One advantage to Phonework is that you can quickly assess student level and provide

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"Phone Message Pad"

1		Cash/Credit
2		Name/Phone/Address
3		Need/Alone
4		When/Where
5		Date/Budget
6		
7		
8		

Teaching Stress, Intonation and Rhythm

By Peter Nelson

There are probably as many ways to teach pronunciation as there are teachers. In this article, I would like to present highlights of a KTT workshop focusing on stress, intonation, and rhythm. The procedures and accompanying materials below are suitable for all teaching levels from a conceptual standpoint, although teachers must adapt them to class levels and special conditions.

Introduction to Students

I. Stress patterns

When discussing the notion of stress in English, it is important to orient students to your forthcoming activities. Students must understand that, unlike Korean or some syllable-based languages, English stress placement is vital because it has several functions. These include clarifying meaning, adding emphasis, and conveying new information considered valuable to the speaker. Students must also realize they may construct utterances that are grammatically and syntactically correct, yet be misunderstood—or not understood at all—because their stress placement is incorrect.

II. Intonation

This is the application of voice characteristics to utterances, especially tone, volume and pitch. Although English is not a tonal-based language (as is Chinese), voice patterns can and do occur with extensive variation and complexity. It is therefore important to indicate how tonal variations can be used to convey attitudes and feelings.

A simple example is provided by writing the word “hello” on the blackboard, then asking your students to pronounce it. Most will use the well-known intonation pattern, a strong utterance with second syllable stress and steady pitch, emphasizing a greeting. Yet you can mention that British speakers alter the intonation to change the meaning. “Hel-lo,” with a falling pitch, indicates “you are sexy” when addressed to another person. However, “hel-lo,” with a rising pitch, conveys confusion, and may be uttered by the speaker to himself. Hence tonal variations, even for single words, may convey differences in feeling or attitude.

III. Rhythm

This is the incorporation of ‘thought groups’ within identifiable patterns common to both speaker and listener. English

my family” on the blackboard. You might mention that this breaks naturally into three thought groups: I went to the store—to buy some rice—for my family. Any other combination, e.g. “I—went to the—store—to buy—some rice for—my family, sounds awkward and unnatural. In these simple examples, then, you show the importance of rhythm.

Training Notes
edited by Douglas Margolis

Specific Class Exercises

The decision about which materials and techniques to use for teaching pronunciation depends on several factors. These include the teaching level of the class, materials provided, time allotted, audio equipment available and so on. Surprisingly, class size is often not a decisive factor except for feedback or testing, as you can get students to work in pairs or recite what you say. The exercises below are divided into warm-up and on-going activities. I assume that language lab equipment is not available. But you should provide some information handouts and allot adequate time to practice.

I. Warm-up exercises

After introducing the notion of pronunciation, illustrate simple sounds to give students the feel for stress placement. Beginning exercises might focus on one-syllable words, using your hand to show not only stress placement but also pitch changes. Hence words like man, growth and hand can quickly identify your purpose and are easy for students to recite. You can then use two-syllable words (e.g. paper, happen, mother) to show both initial stress placement and pitch changes. Use multi-syllable words (e.g. original, apartment, disappoint) to finish.

An extended exercise is to introduce thought groups, enabling students to grasp both rhythm and stress timing. In this exercise you provide increasingly complex sentences, pausing briefly between thought

Surprisingly, class size is often not a decisive factor

Some examples identify the wide-ranging functions of stress placement. You can describe the weather, placing special emphasis on a descriptive adjective, as in “December is a COLD month.” This sentence readily shows students how individual word stress conveys meaning from speaker to listener. Another example, “It was a DARK and SCARY night,” shows how the stressed words create a more frightening picture than simply rendering ‘dark and scary’ in the same tonal pattern as other words in the sentence. Finally, the simple verbal exchange:

A: I heard you bought a *used* car yesterday.

B: No, it was a *new* car.

A: Was it a *new* blue car?

B: No, a new *black* car.

(and so on) shows how new, important information is heavily stressed, while repeated information (and therefore ‘old’) has the special stress removed.

is a stress-timed language, meaning that approximately equal length thought groups, each with marked stress patterns, are uttered within approximately equal periods of time. Knowing the pattern of pauses, word stress and word group composition is important for comprehension, but is difficult for non-native speakers to master.

To convey the notion of thought groups, put a 10-16 digit number on the blackboard, then ask students to read it to a partner. Most cannot do this in one breath, so they ‘break it’ into segments that have meaning to them. Telephone numbers, for example, are usually grouped by country code, city code, prefix and number, as in 82-2-820-3630. If students read the pattern differently, say 8-22-8-20-363-0, the resulting utterance sounds unreal if not uncomfortable. Similarly, put the sentence “I went to the store to buy some rice for

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GENeration Rap

Somehow “holy days” invariably engender thoughts of relatives and relations. Thus, family seems a fruitful focus for this article: the prodigious English progeny of Indo-European (IE) root “*GENh”, meaning to “beget” or “give birth”.

Pedigrees of both people and words are often puzzling. However, a family tree can help disentangle branches. With reference to “*GENh”, we shall, thankfully, limit discussion here to just two of ten language subfamilies stemming from IE: 1) Germanic (English, Danish, etc.); 2) Italic (Latin and daughters French, Spanish, among others).

As the Grimm brothers of fairy-tale fame note, word-initial IE “*g-” emerges in the Germanic languages as “k-”. Ergo, your *kith* and *kin*, both the *uncouth* and congenial *couth* (“knowing,” informed), are those of your *kind* (cf. German cognate *Kinder*, “children”), who *know* you well ... but not necessarily in the carnal sense of the Bible’s Genesis: after all, we are treating proper, “purebred” words, native stock.

Not of direct descent are the ignoble, prolific “half-breeds” from the Italic subfamily. Degenerate pedigrees notwithstanding, such loanwords tend to be prestigious. Generous contributions come from learned Latin (and before that sometimes Greek, representing the Hellenic subfamily) in the Early Modern English period (around 1500-1800), when Renaissance borrowings were popular among the gentry. But just as germane and inseparable are French bequeathals, which stream in steadily from 1066 (the Norman Conquest). Deviant etymological paths, then, account for both semantic and orthographic diversification. From the former, in such technical terms as *genealogy*, *genetics*, *homogeneous*, and *heterogeneous*, offspring of “*GENh” are easily recognisable. Heirs from the latter are somewhat less apparent, however, in the doublets (or “gemmates”, two words from the same source) *genius* and *genie*, and triplets *gentle*, *genteel*, and *jaunty* (cf. French *gens* – “people”). And, even less conspicuous but still akin are shirttail relatives *natal*, *national*, and, naturally, *Na-*

Word Whys

by Terri-Jo Everest

tivity.

Enough? Extended family members probably also include “can” and “germ”, but we haven’t space or patience to make the acquaintance of more (“gen-” descendants alone span 31 tiny type pages in the weighty Oxford English Dictionary). If, however, YOU have the patience (and didn’t already twig), you might search for “*GENh’s” other long-lost relatives: more than 20 skeletons (non-italicised words) are cunningly hidden in this column’s closet. Connections, be they among word families or people, are precious. Should you introduce but one etymon to your students, elect the noble candidate “*GENh”, rich with resources for kindling reunions. Enjoy them this season!

Questions? Suggestions? E-mail the etymologist: teverest@hotmail.com

Language Policy Links

Professional language teachers have insight into the effects of language policies that the policy-makers might not have and should keep abreast of changes in policy and policy issues. With that in mind this issue’s *Web Wheres* offers some links to websites interested in language policy from some very different perspectives.

The first six websites recommended for your perusal are concerned with the “official English” movement in the United States. At <http://www.us-english.org/> you can find the official homepages of U.S. English. “U.S. English” is a pair of related organizations whose main goal is to make English the official language of the United States government and to “reform” bilingual education. ProEnglish is another group with a seemingly identical agenda. Find them at <http://www.elausa.org/index.html>.

While they spin their policies as being supportive of immigrants, these organiza-

tions have come under heavy fire from TESOL educators. *The Language Policy website* has links to a plethora of articles written by James Crawford on language policy in general and bilingual education in particular. Find it at: <http://ourworld.compuserve.com/homepages/JWCRAWFORD/new.htm>. TESOL’s *Advocacy Network* <http://www.tesol.org/advocacy/index.html> has been set up to deal with US federal and legislative issues. Find more articles on bilingual education at the online library of the National Clearinghouse for Bilingual Education: <http://www.ncbe.gwu.edu/library/index.htm>. For a more global perspective on language policy (including a European perspective on the movement to make the US monolingual) check out *Language futures Europe* at <http://web.inter.nl.net/users/Paul.Treanor/eulang.html>.

Now for something completely different: *Terralingua* has a fascinating website which connects linguistic and biological

Web Wheres

by Trevor Gulliver

diversity; both plants and languages can be found in greater diversity the closer one gets to the equator. The extinction of languages and biological species often occur, if not through the exact same processes, through similar ones. Dubious readers may find themselves quickly converted to this unusual but elegant logic. Visit them at <http://www.terralingua.org/>. Some of the discussion papers which can be found at <http://www.terralingua.org/resources.html> attempt to show how government policies often endanger both the environment and indigenous languages.

Do You PDF?

Send your favourite .pdf file links to trevorgulliver@netscape.net for a future *Web Wheres* column.

TAEGU

by Gloria Luzader

Wow! Here it is another December has rolled into our lives. The end of the semester with all the grading and testing. Ah, yes, but soon it will be March 2001 and we will have that wonderful new group of

Our January meeting will feature Richard Austin. His topic will be "English: One or Many?" This should prove to be a lively session. Please come and join us on January 6 at 3pm at Kyungbuk National University. After Richard's presentation we will head over for our favorite galbi cafe for our bi-annual members dinner and social gathering. This is always a great time to catch up on what everyone is doing for the coming school semester.

In February we will not have a meeting. Many teachers are off for the Winter break or spending their Saturdays "teaching the teachers." Our March meeting will be the usual, "wow, so good to see you. And, where are you teaching now?" So, come and join us. And bring a friend.

was Andrew Todd, of Heinemann Press, who came bearing both his customary lively activities and gifts. Thanks to Andrew - and Heinemann - for his generosity and, too, Kyobo Books, whose contribution of 5 English dictionaries proved great party prizes. We'll be sure to enjoy an encore of the same holiday cheer and next year with more music, food, and, not bean but "bondaegi" (chyrslid) counting: this year, 186 were in the bottle, and Roger Fusselman won a dictionary and said "bondaegi" for his close calculation.

Pusan Chapter is still looking for volunteers to fill the positions of 1st V.P. and Secretary. Get on board by contacting any of the executives listed under "Who's Who" in this TEC or at our website; it's a great way to meet people and put reserves of creativity to use, as well as develop new skills. Try it!

As ever, our monthly meetings are held on the last Saturday of every month at ESS (Nongheup bank building), room 606, in Kwangbokdong, just 5 minutes from the Nampodong subway stop. Upcoming for the January 27 meeting is a presentation by Asif Siddiqui, Seoul KOTESOL president. Catch details and view a meeting site map at our website, undergoing significant revision, a fresh look for the new year: www.kotesol.org/pusan/ We look forward to seeing you at the next meeting!

PUSAN

by T.J. Everest

Under the new executive roster, the Pusan KOTESOL Chapter is off to a very good start indeed. We were treated to two useful presentations at the November meeting: first, Rob Dickey spoke on "Practical answers for student vocabulary development: the right dictionary, the right practice." Our thanks to Rob for his insight, and his muscle power: he hauled over a dozen exemplary dictionaries all the way from Miryang! Second was John Baker, who presented "Story-telling: a hands-on lesson." Hansel and Gretel has never been so much fun! A free book giveaway, courtesy of Golden Tower Bookstore, and a book swap followed.

December 9 was our Christmas party, attended by many mirthful members and guests. All were in high spirits and enjoyed a much-needed winter break. Launching the party was Terri- Jo Everest, who presented Gift Sentences, a communicative, warm-up activity. Briefly, each member received a piece of red or green paper with funny or unusual compliments - for example: 'You have very symmetrical ears!' and 'You have excellent syntax.' As members began to mix and mingle, they used complimentary conversation starters. After that, So Eun Ae, of Dongju College, gave a humorous, interesting talk about her teaching experience in Uzbekistan. Finally, last but certainly not the proverbial least

freshman entering our classrooms. Their eager faces, their wonderment at a university education, the freedom they face for the first time since their pre-school days. Will we be up to the challenge? Well, if we continue to participate in KOTESOL we will be. Encourage your fellow teachers to join us for our information and skill sharing. Invite a Korean English teacher to join you at Kyungbuk National for a stimulating Saturday with other teachers who share your dedication and enthusiasm.

You all really missed a dynamite December meeting with Miss Kim, Hee Won sharing a detailed explanation of how she uses AFKN television News tapes to teach an elective pass/no pass class at Kyungbuk National University and to stimulate discussion in her advanced class. Her approach is very labor intensive, with her personally taping and transcribing the news piece every day during her lunch time. She blanks out key words and phrases of the segment at intervals. Her students then practice filling in the blanks while listening to the tapes in order to become more familiar with native English speakers. Preceding Ms. Kim was Robert Dickey, from Kyongju University, who shared his views on the use of dictionaries with pre-intermediate students. He passed out examples of several different publications of dictionaries from hardbound to pocket sizes. He is recommending "The Basic Newbury House Dictionary of American English." Judging from his presentation and his well-presented examples, it is certainly a class tool to be considered.

CHONGJU

by Eric Newson

As we approach the last of Korea's famous four seasons, the Chongju chapter will be taking a break for the winter. Our next meeting is slated for late February. We are planning a dinner meeting for the teachers of the Chongju area. This will be an excellent opportunity to come out to one of the local restaurants and chat with other teachers in a relaxed environment at a time when most people will have finished work. Further information will be coming to your e-mail account.

The Chapter is currently looking for volunteers to help out with any of our regular meetings at Chongju University's Humanities Building. We are also looking

for a Web expert who could look after a site for our chapter. But if you would like to come a bit early to put up posters, that would be also be appreciated. If you would like to help out, please contact the executive at chongjukotesol@hotmail.com

Our last meeting was held on November 25. Peter Nelson, of Jung'ang University in Seoul, presented a talk on pronunciation and intonation. The presentation was quite interesting for all the teachers who showed up since Dr. Nelson was able to use them as guinea pigs for testing his techniques. Thanks go out to the handful of students who took in the lecture! And thanks Peter for all the great hand-outs for our classes!

All the best in the New Year!

TAEJON

by Jen Lalonde

The Taejon Chapter Executive is going to be in hibernation during the winter break so the next regular Chapter meeting is Saturday, March 17th at the usual venue, the Liberal Arts College at Hannam University in Ojung-dong. The Chapter Executive is trying to get into the KOTESOL Book of Records for having the Best Attendance Record EVER at a Local Chapter Meeting. Just kidding, folks, there isn't a KOTESOL Book of Records, but we definitely do hope to see everyone out at the March meeting. Chapter President

Kim Eun Jeong is searching high and low to choose a speaker and Activity that Works person and there will be an additional presentation by Schuyler Roche of Hyecheon College on the Up With People Program. Up With People is an international program that brings students together for a year to travel the world and entertain, sing, create, learn, discover, the list goes on. Do you want to find out more about Up With People? See you at the March meeting!

On the calendar for later 2001 the Taejon Spring Drama Festival is right around the corner and the planning starts in March. Lots of members have said that getting involved on a single project would suit their schedules. This is that event you've been waiting for. Last year the Drama Festival brought together over 100 elementary through to university students from all over Chungnam Province. We need KOTESOL volunteers (you!) to organize before the festival and volunteers to help us on the day of the festival, Saturday, May 19th. The Taejon Drama Festival is the biggest undertaking of the Executive Council every year and it's great fun to be involved and see what we can accomplish together.

Of course, in 2001 we will be continuing the enormous popular used book/CD/magazine exchange box that we bring to every chapter meeting for members to peruse and help themselves to whatever catches their eye. And, as well, the Door Prize Giveaway, where we draw the names of two lucky members at each meeting who have their choice of brand-new

teacher resource books or activity books, will continue next year. All this and more awaits you at the Taejon Chapter meetings. See you there.

KOTESOL TEACHER TRAINING

by Douglas Margolis

Happy New Year's from KTT. We continue to seek new volunteer trainers to design workshops on topics ranging from Assessment to Zoo Talk, and everything in between. If you have an idea for a training workshop, please get in touch—email: dpm123@teacher.com.

We also have a new web site: www.kotesol.org/ktt/ Check out the new look and the gallery of trainers. The future plan is to begin posting workshop notes and materials on the web site as a membership benefit.

In addition, beginning this issue of the TEC, one KTT trainer per issue will provide a workshop article in the new Training Notes column. Thanks to Peter Nelson for kicking off the column with a great article on teaching stress, rhythm, and intonation.

Finally, KTT hits the road in February to provide a workshop for Taejon chapter of KOSETA. If KOTESOL members are interested in attending this event, send me an email to make arrangements.

JALT-Shizuoka

(continued from p. 10)

Good thing I brought an extra suitcase!

Not everything was just for me. The various SIG newsletters/journals I picked up are being forwarded to our new KOTESOL SIGs development team, to help inspire work in that direction, and several meetings/discussions pointed to how KOTESOL and JALT might collaborate more closely in publishing projects, and transfers of technology. One example, soon *KOTESOL Proceedings* and *The Korea TESOL Journal* articles will become available at ERIC and other educa-

tion databases! I'll also be sharing some impressions and ideas with the KOTESOL conference committee, so that KOTESOL Conference 2001 will be able to take advantage of the positive and negative experiences of JALT2000.

The host city Shizuoka is a beautiful small city, but since it has no airport, I had to take the train after a flight. Whether flying into Tokyo or Osaka, the train fare to Shizuoka was nearly as expensive as the airfare from Korea! But the JALT hosts were gracious and kind, and small domestic booksellers gave me books that were supposed to be sold - "because you came all the way from Korea."

JALT stays out of the biggest cities in order to help keep facilities costs down. I was told that the aim was to keep the conferences along the main rail line, so that everyone could get there effortlessly. I picked up lots of books and videos, feel free to contact me if you are looking for something.

I came home much poorer (I'm afraid to add it all up!), and much wiser. Next year, JALT 2001 is **PAC3** - and it's in Kitakyushu, just a hop and skip across the sea from Korea's Pusan. Based on my experience, I not only can heartily recommend it - I'll be leading a party of folks across by ferry!

CONFERENCES

Jan 18-20 '01 "The Power of Practice" Thailand TESOL International Conference, Bangkok, Thailand. Contact: Suchada Nimmannit (Tel) +66-2-218-6100/27 (Fax) +66-2-218-6027/6104 (E-mail) <nsuchada@chula.ac.th>

Feb 12-14 '01 "Opening Gates in Teacher Education" Virtual Conference, Israel. Teacher educators will discuss important issues pertaining to Teacher Education. Contact: (Email) <vc@macam.ac.il> (Web) <http://vcisrael.macam.ac.il>

Calendar

edited by Louie L. Dragut

Feb 16 '01 KATE Conference. Kyungpook University, Taegu.

Feb 24-26 '01 "Eighth International Conference" Nepal English Language Teachers' Association (NELTA), Kathmandu. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>

Feb 27-Mar 3 '01 "Gateway To The Future" TESOL Annual Conference, St. Louis, Missouri. (Web) <http://www.tesol.org/conv/t2001/pp/01-welcome.html>

Mar 18 '01 "Educating Global Citizens" Seoul-Kyonggi KOTESOL Conference, Sungkyunkwan University, Seoul.

Mar 12-Apr 20 '01 "Advanced Workshop for On-Line Presenters" TESOL On-line Professional Development Opportunities. Contact: Srisucha McCabe (Tel) +1-703-518-2514 (Web) <http://www.tesol.org/edprg/2000/olwregister.html>

Apr 17-19 '01 "Languages, Literatures, and Cultures: Envisioning Continuities and Possibilities" The Second Malaysian International Conference on Languages, Literatures, and Culture (MICOLLAC), Kuala Lumpur, Malaysia. Contact: (Web) <http://fbm.upm.edu.my/~micollac/>

Apr 21 '01 "Upgrading the Language Classroom". KOTESOL Cholla Chapter Regional Conference. Chonnam National University. See page 23.

Apr 23-25 '01 "36th RELC International Seminar on "Grammar in the Language Classroom: Changing Approaches and Practices" Singapore. Contact: Seminar Secretariat (Fax) +65-734-2753 (E-mail) <admn@relc.org.sg>

Jun 1-2 '01 "IT & Multimedia in English Language Teaching 2001" Hong Kong. Contact: Ms. S. Fitzgerald (Tel) +852-2766-7520 (Fax) +852-2766-7576 (Email) <ecsusan@polyu.edu.hk>

Jul 24-28 '01 "8th International Conference on Cross-Cultural Communication" Hong Kong Baptist University, Hong Kong. Contact: Dr. Ling Chen (E-mail) <chling@hkbu.edu.hk> (Web) <http://www.louisville.edu/~rnstcl01/iccc.htm>

Jun 26 '01 "Technology in Language Education: Meeting the Challenges of Research and Practice" Hong Kong University, Hong Kong. Contact: (Tel) +852-2358-7850 (Fax) +852-2335-0249 (Email) <lcconf@ust.hk> (Web) <http://lc.ust.hk/~centre/conf2001>

Aug 8-10 '01 "The 2001 Asian Association for Lexicography (ASIALEX)" Yonsei University, Seoul, Korea. Contact: (Tel) +82-(0)2-2123-3511 (Fax) +82-(0)2-393-5001 (E-mail) <asialex@lex.yonsei.ac.kr> (Web) <http://asialex.yonsei.ac.kr>

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: (Email) Peg Orleans <tomnpeg@interlink.or.jp> or David McMurray <mcmurray@fpu.ac.jp> (Web) <http://server1.seafolk.ne.jp/kqjalt>

Dec 16-21 '01 "13th World Congress of Applied Linguistics" Singapore. Contact: Anne Pakir <aschead@nus.edu.sg>

Apr 9-13 '02 Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference, Salt Lake City, Utah. Contact: (Tel) +1-703-836-0774 (Fax) +1-703-836-7864 (E-mail) <conventions@tesol.org> (Web) <http://www.tesol.org>

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

CALL FOR PAPERS

Jan 15 '01 "JALT 2001: A Language Odyssey" Conference. 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: (Web) <http://jalt.org/jalt2001/submissions>.

Feb 1 '01 "8th International Conference on Cross-Cultural Communication" Hong Kong Baptist University, Hong Kong. Contact: Dr. Shiwen Pan (Tel) +852-2948-7242 (Fax) +852-2948-7270 (E-mail) <span@ied.edu.hk> (Web) <http://www.louisville.edu/~rnstcl01/iccc.htm>

Feb 15 '01 "Educating Global Citizens" Seoul-Kyonggi KOTESOL Conference, Sungkyunkwan University, Seoul. See page 29.

Mar 10 '01, received (not postmarked or email dated) by 6pm KST "PAC3 - JALT 2001" -- KOTESOL Vetting. See call for papers page 26. Only 1 presentation per person accepted, additional presentations must go through general process indicated above (Jan 15 deadline).

Apr 10 '01 "Upgrading the Language Classroom". KOTESOL Cholla Chapter Regional Conference. See page 23.

May 15 '01 KOTESOL International Conference See pages 29-30 for the Call for Papers.

Jun '01 for Fall '01 *The Korea TESOL Journal* welcomes practical and theoretical articles on classroom centered research, second language acquisition, and teacher training. Contact: Prof. Robert Dickey (Tel) +82-(0)54-770-5136 (Fax) +82-(0)54-748-2812 (Email) <rjdickey@soback.komet.net>

Aug 31 '01 "13th World Congress of Applied Linguistics" Singapore. Contact: Anne Pakir <aschead@nus.edu.sg>

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, (Tel) +82-(0)42-629-7387, (Email) <lldragut@eve.hannam.ac.kr>

THE 2001 KOTESOL CHOLLA CHAPTER REGIONAL CONFERENCE

CALL FOR PAPERS

Upgrading The Language Classroom

April 21, 2001 at Chonnam University, Kwangju, South Korea

(The deadline for receipt of proposals is April 10, 2001)

The 2001 Regional Conference Committee invites presentation proposals in areas relevant to teaching and learning English in the environment of NE Asia. Proposals of specific concern to English Education in Korea are especially encouraged. Presentations will be limited to slots of 50 minutes.

Please post, fax, or e-mail your proposal to:

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

Office Fax: (063) 224-9920
(Write "to Brian" at the top!!)
Office Phone: (063) 220-2670
E-mail: brian1@soback.kornet21.net

PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____

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

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

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

Number of presenters for this presentation: _____

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

Name: _____ E-mail: _____

Work phone: _____ Home phone: _____

Work Affiliation: _____ Fax: _____

Address: _____

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

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

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