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**KOTESOL**

## Starting an Action Research Project: A Learning Experience

*by David D. I. KIM*

### Introduction

The image conjured when many hear the word “research” is of a lofty scientist hidden away in his/her academic ivory tower conducting complex experiments with hapless laboratory subjects, formulating grand theories explaining life in an arcane scientific language accessible to only a few select academicians. This is, of course, a myth. Armed with a few basic research tools, and basic knowledge of the research paradigm, it is possible for teachers to conduct action research in their classrooms. In this article, the reader will be guided through a brief outline of the initial steps of starting action research projects, including: selecting a research topic, choosing an appropriate methodology, and developing a doable research project.

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# An essential part of our organization



## Vice President's Message by jen lalonde

Dear KOTESOL Members,

I am pleased to have this chance to write a short message to you, as the Second Vice-President of your English Teaching Association here in Korea. Since most of my time as a KOTESOL volunteer is spent on matters pertaining to the Special Interest Groups, I'd like to explain how and why I took this job and why I think SIGs are an essential part of our organization.

In October last year I attended what I had planned at the time to be my last KOTESOL meeting--it was a meeting that I was attending on behalf the Daejeon Chapter Vice-President, who was busy at the time and needed someone to fill in. I was actually the reluctant Daejeon newsletter writer then, doing that job because it needed to be done and volunteers were in short supply. This meeting was to be about something called the the Special Interest Group project. I hadn't heard of this project but planned to note down what was said at this meeting, make out a report for the Chapter Vice-President and then withdraw from active involvement in KOTESOL and focus on my studies and my work. Though Chapter meetings were informative and a chance to see new faces (sometimes), the monthly meetings weren't what I was looking for.

As it turned out, this was a turning point for me in KOTESOL. I am a consummate 'joiner', so to speak, but until I was introduced to the SIG project I had resigned myself to giving up my volunteer efforts for KOTESOL because it hadn't really fulfilled my professional needs or my social expectations as a teacher and as an expatriate.

I joined to KOTESOL for interaction with like-minded teachers with whom I could discuss and debate the issues that mattered to me. That is what a Special Interest Group is.

Special Interest Groups are subgroups within KOTESOL that cater to the specific goals and interests of a portion of the membership. When you join TESOL or IATEFL, you choose a SIG to join based on your professional interests--in KOTESOL you join a Chapter based on where you live. Recognizing that geography doesn't necessarily bring people together, the Executive decided to get the word out this year on Special Interest Groups. I took this post because it was a chance for me to create the thing I originally joined KOTESOL in search of: a forum to discuss my classroom life with other teachers.

There are four ways that KOTESOL will help you get a SIG started:

- \* Support. KOTESOL has created a SIG start-up kit and compiled a comprehensive list of web resources to get you started.
- \* Web Space. The Korea TESOL server has space reserved for SIG websites, with link from the homepage, and make a SIG email Listserv address, contact information and meeting times available to general members.
- \* Funding. For established SIGs with a minimum number of members, KOTESOL provides a budget to cover expenses.
- \* Communication. You can reach your fellow SIG members via established monthly Chapter newsletters and the established and reliable bimonthly English Connection magazine, and the new periodic E-news bulletin that reaches the entire membership.

What do SIGs do? Well, the sky really is the limit. SIGs generally find that certain sorts of activities suit their particular area of interest. In the Teacher Development SIG, for example, some members have found that reading teacher resource books and doing the discussion tasks is how they want to use their time together. Other TDSIG teachers want time for face-to-face discussions. Each SIG is self-governing and focused only on meeting the needs of its members.

There is no reason why KOTESOL members have to confine their activities to Chapter meetings - there are thousands of English teachers all over Korea who have never met each other. It makes sense to connect with teachers who share your interests. My hope is that SIGs will bring together teachers who might not otherwise have met, and that members will benefit from a wider network of colleagues, acquaintances and friends.

Have a safe and happy summer.

jen lalonde  
Second National Vice-President

*Editor's Note: please contact jen at j\_lalonde@hotmail.com with any SIG-related comments or questions.*

*continued from page 1*

## What is Action Research?

According to Nunan (1992), action research involves research conducted by teachers-as-researchers who want to learn more about what is happening in their classroom. Hence, action research primarily involves a process of learning. That is, a teacher-as-learner endeavoring to gain a greater understanding of his/her teaching methods and students, as well as events that occur in the classroom. The teacher, in this sense, takes on a role of explorer, tracking and mapping the great expanse and frontier that is the language teaching/learning environment.

Doing research is a process whereby the researcher is "looking for something again" (that is, re-search; Curtis, 1999), involving diligent and systematic inquiry into a subject in order to discover or revise facts, theories, etc. Often times the classroom is bustling with activities, with both teacher and students occupied in the tasks of teaching and learning, affording little opportunity for examination and reflection of what is occurring around them. In conducting action research, the teacher re-visits his/her classroom taking time to observe, record and reflect upon the "happenings" in the classroom.

## Why Conduct Action Research?

Any experienced professional teacher, for that matter even an inexperienced or layman teacher, could probably come up with a variety of speculative opinions "off the top of his/her head" concerning any language teaching/learning issue, usually based on a limited scope of personal experiences and second-hand anecdotal accounts or conjectures. Providing speculative opinions, however, are for "arm-chair-researchers." An action researcher must venture beyond speculation. An action researcher must endeavor to provide empirical evidence for their contentions.

There are many other reasons for conducting action research, with implications for our classroom, teaching discipline and profession. Action research helps teachers be more effective educators. As a process of discovery, conducting

action research leads to opportunities to gain a better understanding of our students, teaching methods, classroom environment, and ourselves as teachers. Action research can aid in the process of developing effective pedagogy, by providing empirical evidence to substantiate or refute specific teaching methodologies, programs, and strategies. Action research also brings to light specific aspects of teaching methods that require improvement, and/or highlight methods that are effective.

Conducting action research is also beneficial to our discipline and profession. The results gained from action research projects, when reported, will broaden the language teaching/learning knowledge base, providing valuable lessons from the past to assist teachers now. By systematically building on previous studies, narrowing the focus of inquiry, specific language teaching/learning issues can be addressed in a more efficient manner. Increased research activities also bring increased legitimacy to our profession, providing greater credibility in the academic and social community.

of two basic research methods (outlined below) should be sufficient for conducting most action research studies. Most action research studies do not require large time, nor resource, commitments. Planning, implementation, and collection and analyses of data can be performed whenever the teacher has spare time. The resources required for starting most basic action research projects simply involve a pencil, journal, and a keen sense of observation. Others may require some financial commitments, for example, the cost of photocopies (e.g., distribution of questionnaires), cassettes and videotapes (record keeping devices), etc.

The teacher is in an ideal position to conduct action research, for it is the teacher who is in daily contact with the language teaching/learning environment. It is the teacher who has access to intimate, firsthand, knowledge of what is happening in the classroom. Also, it is the teacher who usually has the greatest and most direct influence over the events that occur in the language teaching/learning setting, and it is the teacher who is uniquely positioned

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## The best way to learn about conducting action research is by doing

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### Why Aren't There More Action Researchers in the Teaching Profession?

Hancock (1997) believes there are several reasons teachers hesitate to take on action research studies: the teachers' lack of confidence in conducting research (training, knowledge, etc.); the difficulty of applying "outsider's research methodology" to their own contexts and classroom (appropriate application); the difficult working conditions that teachers are faced with in their institution (time, resources, etc.); and the teachers' low professional status in the academic community.

Action research practitioners (e.g., Burns, 1999; Freeman, 1998) believe the best way to learn about conducting action research is by doing one, that is, "knowing comes from doing." Engaging in an action research study (a small manageable one to start) will lead to a better understanding of the entire research process. Knowledge

to observe the impact of these influences. In short, an experienced teacher is the expert, and is thus the ideal person to investigate the language teaching/learning environment.

### Selecting an Appropriate Research Topic

The first step in starting any action research project is selecting an appropriate research topic, that is, deciding "what" to research. Most teachers interested in doing action research already have a general idea of what they would like to investigate. Their research interest(s) can be classified according to the communicative perspective of the four skills: Listening, Speaking, Reading and Writing. According to Bailey (1998) these four skills can be placed along two dimensions: modality and directionality. In terms of modality (channel of language use), listening and speaking are considered aural/oral modes, while reading and writing are non-aural/-oral (or written)

modes. In terms of directionality (direction of language use relative to the learner), listening and reading are considered receptive, while speaking and writing productive. Another modality classification is a non-verbal mode, with detecting and gesturing as receptive and productive skills, respectively. (See Table 1 for an illustration of how these fit together.)

Table 1. Modality & Directionality of the 4-Skills

		Directionality	
		Receptive	Productive
Modality	Aural/Oral	Listening	Speaking
	Written	Reading	Writing
	Non-Verbal	Detecting	Gesturing

The teaching discipline has also been aware of psychological, sociological and environmental influences upon language teaching/learning; however, only recently have research efforts been turned to focus upon them. For example, there is growing interest in investigating how individual variables (both student and teacher), group dynamics, and classroom settings factor into the language teaching/learning equation (refer to TESOL, 2000, for a list of research topics and context). In addition, numerous language teaching/learning-related hypotheses/ models/ theories have been generated, that are available to the researcher for empirical verification (e.g., Silent Period, Authentic Input, First Language Interference).

### Choosing a Research Method

After deciding on a topic to research, the next step is to choose a method for investigating the phenomena of interest. Two methods are available to choose from: *Qualitative (Descriptive)* and *Quantitative (Measurement)*. A qualitative method primarily involves detailed descriptions derived from observations. This type of method yields a rich descriptive database from which potentially valuable insights and revelations can be gleaned. A quantitative method, on the other hand, primarily involves measurement of some aspect of the phenomenon, and yields numerical results amenable to statistical manipulation. Both are valid methods in conducting action research.

**Qualitative Method:** A qualitative study generally involves recording one's observations of the phenomena of interest. The observer may be the teacher, the students, or a third party. Normally, a single observer (usually the teacher) would engage in multiple observations of a particular phenomenon, however, the observations from numerous observers could be aggregated. The task of the researcher is to develop a method for collecting these observations, thereafter, organizing the information gathered in a manner such that reoccurring patterns can be extracted. Interpretations, derived from the observations, can then be offered.

**Quantitative Method:** A quantitative study involves measurement of some aspect of the phenomena of interest. Educators are frequently interested in measurement involving assessment and/or evaluation of performance. For example, "What is the present proficiency level of my students?" or "What and how much of the material taught have my students learned?" etc. Measurements may also involve categorization and classification. For example, "What types of learning activities do students engage in, and how often?" or "What might be some reasons my students are hesitant to speak in the classroom?" etc. (Other forms of measurements are available, but are seldom used for purposes of conducting action research, e.g., temporal, spatial, & physiological). The task of the researcher is to develop a reliable instrument (or utilize an existing research tool) for the purpose of measurement. The data collected are then converted to numerical values for statistical analyses.

### Keeping Records of Observations and Measurements: Data Collection Techniques

An important feature of conducting research is data collection, which provides a permanent record for re-examination at a later time. Various data collection techniques are available to the action researcher: e.g., journals/diaries, field notes, interviews/discussions, document collection, survey/questionnaire, video and

audio recording (excerpt from Freeman, 1998, pp. 93-94). The first three are usually associated with qualitative studies, whereas the latter three are frequently used in quantitative studies. It is, however, possible to use all these for both qualitative and quantitative studies.

### Teacher Questions: A Beginning to Further Inquiry

Frequently educators seek answers to broad language teaching/learning questions (teacher questions). For example, "What methods are available for improving my students writing?" or "Why are some of my students reluctant to speak English in the classroom?" or "Are students learning what is being taught in the classroom?" Teacher questions are important starting points, a springboard from which further inquiry into language teaching/learning issues can be pursued, providing an overall picture of, direction to, and goals for, research studies.

In addressing a teacher question such as, "What methods are available for improving my students writing?" a literature search about methods for improving writing skills should prove fruitful. A literature search simply involves finding out what people have said about the topic in hand. Literature works may be books, journal articles, conference proceedings, newsletters, Internet websites, and other forms of written materials. Educational videos, cassette tapes and/or CDs can also be valuable sources of information.

There are various places one can search for literature materials: The Internet - Alta Vista, Dogpile and other search engines, Educational Resources Information Center (ERIC), Korea Education and Research Information Services (KERIS), university library catalogue and database websites, listserves or discussion boards (e.g., Yahoo Groups), and TESOL or EFL professional organizations, as well as local bookstores and libraries. Also, conferences and workshops can be excellent places to meet and talk with others with similar research interests. Finally correspondence with experts in a language learning area via email, snail-mail, fax, etc., may provide valuable leads and ideas.

*continued on next page*

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As mentioned earlier, conducting an action research study is a learning process, and the literature search is an important step in this process. A successful literature search will provide a wealth of information to reference and will lead to a greater understanding of the research topic.

To demonstrate the use of a qualitative method in action research consider the teacher question, "Why are some of my students reluctant to speak English in the classroom?" Likely, there are multitudes of reasons for students' display of silence when prompted to speak English in the classroom. For example, little prior English language exposure, lack of confidence in speaking, low motivation for learning English, the student was unable to comprehend task/assignment instructions, individual personality (e.g., introverted), and among others. The action researcher, in addressing this type of teacher question, should attempt to unearth and record possible influences (factors) for its occurrence.

Teacher, or even student, journals/diaries can be used for this purpose. Journals/diaries are useful in recording the thoughts and feelings (subjective impressions) of teachers and/or students concerning an event in the classroom, usually written some time after its occurrence. Field notes, another useful record keeping device, on the other hand, are usually written in the classroom or shortly after a class has ended, and are considered more objective. Interviews and discussion groups are face-to-face verbal sessions, usually planned and structured, that provide accounts of the thoughts and feelings of individuals participating in the interview/discussion group process.

After the observations have been collected, the investigator will need to arrange them in a manner that interpretations can be offered. For example, providing a detailed account of classroom setting, characteristics of the students, teaching methods employed, thoughts and feelings, etc. Explanations may take the form of short narrative vignette or classifications into common conceptual categories. Interpretations can then be offered about possible relationships among observations, in light of the teacher question being addressed. An abundant and varied sampling of observations will often lead to richer and

fuller interpretations. A qualitative method will ultimately result in the investigator offering interpretations based on a personal view, with emphases towards a holistic treatment of the phenomena, sometimes recruiting information from a wide sweep of contexts: temporal, spatial, historical, political, economic, cultural, social, personal, and psychological (Stake, 1995). It can be said that a qualitative method is a process of discovery with a broad focus.

## Narrowing Teacher Questions into Researchable Questions

A quantitative method, on the other hand, involves a narrow focus of inquiry, with measurement of some aspect of the phenomena of interest. To illustrate this method, let us return to the teacher questions asked earlier; "Are students learning what is being taught in the classroom?" A teacher question of this kind is too broad to be effectively addressed through research utilizing the quantitative method. A possible first step in narrowing the focus of inquiry is to select the communicative skill area to target for study, i.e., Listening, Speaking, Reading, Writing, or a Non-verbal skill. Even at this level, further narrowing is required, by selecting a specific aspect of a communicative skill area. For example, assessment of speaking skills can involve pronunciation, vocabulary, fluency/clarity, grammatical structure, or an overall impression of speaking ability, among others. The same can be said for evaluating writing skills, where the focus may be on spelling, vocabulary, formatting, structural components such as, grammar, coherence, continuity, among others. One may choose to focus upon these characteristics individually or holistically.

Productive skills, such as speaking and writing, are amiable to direct measurement. That is, teachers can hear a student speak or see their writing. However, receptive skills can only be measured indirectly, because teachers do not have telepathic abilities to hear nor see into the minds of their students. Therefore, an instrument is required to measure reception as manifested in some form of performance. Ultimately, all forms of assessments/evaluations entail measurement of performance (i.e., speaking, writing or other behavioral indicators).

After sufficiently narrowing the focus of inquiry, and determining the scope of what will be measured, the investigator should specify the "what to measure," in sufficient detail and in unambiguous language. In scientific terms this process is said to be operationally defining the construct or variable (Pedhazur & Schmelkin, 1991). The level of specificity and content of an operational definition is dependent on the focus of measurement, but optimal specificity (usually the more detailed the better) is desired. A criterion for optimal specificity one may use is replication. That is, other researchers should be able to use the operational definition(s) to replicate a study, if they chose to do so, and arrive at similar results. A measurement tool can be created based on the operational definition(s). Thereafter, document collection (e.g., samples of student writing), surveys (structured and/or unstructured), questionnaires (closed-ended and/or open-ended question items and/or tests), and video/audio recordings can be used to collect data (refer to Bailey, 1998, for a list of educational measurement tools and data collection methods).

## Final Comment

Herein, initial steps for starting an action research project were briefly outlined. This author hopes that it may serve to encourage teachers to address their curiosities through research. As a process of learning and discovery, doing action research is very much possible for teachers.

For those interested, the following resource materials provide comprehensive accounts of the entire action research process: *Collaborative Action Research for English Language Teachers* (Burns, 1999); *Doing Teacher Research: From Inquiry to Understanding* (Freeman, 1998); *Action Research: A Handbook for Practitioners* (Stringer, 1996); and *Action Research for Language Teachers* (Wallace, 1998).

## THE AUTHOR

David D. I. Kim has been teaching English in Korea for the past 5 years and is presently completing a Ph.D. at Yonsei University. His research interests include teaching and testing English pronunciation, and cross-cultural issues in language learning.

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# Summer Musings

Greetings to all!

Things are starting to take shape in our preparations for the 9th Korea TESOL International Conference at Sungkyunkwan University in Seoul on October 13 and 14. On the speaker front, I am pleased to announce that Dr. Dave Willis, the renowned scholar recently retired from the University of Birmingham, will be joining us as a featured speaker. This is in addition to our already confirmed Plenary Speakers (Michael Rundell, Jane Willis) and Featured Speakers (Uschi Felix, Steve Gershon, David Nunan). Quite an impressive list, indeed!

Also, by the time you read this, a couple of things will have happened:

1) The Conference Website will be up and running, and information will be added to it regularly.

2) Our review process of presentation proposals will be completed, submitters will have been notified, and our final list of presentations will be posted on the Conference Website.

In the meantime, you can check out the KOTESOL Website and get the pre-registration form. This year, if you pre-regis-

ter as a member, you pay only ₩25,000 - that's right, only twenty-five thousand won! What's that I hear - you're not a member? No problem! You can join up as a KOTESOL member, or add another twelve months to your membership, and pre-register with the same form - and you qualify for the member's pre-registration fee!

I'd like to change gears for a moment. Recently, while I've been working on Conference things, I've thought about the Conference theme, "The Learning Environment: the Classroom and Beyond". This theme was suggested by Prof. Robert Dickey, our 1st Vice-President. I must say, Rob has a knack for suggesting wonderful themes. This theme has a lot to say to us as teachers about what we do.

Our classroom is the immediate learning environment for our students, and we are seeking to help our students prepare to use English in the world outside the classroom. That got me to thinking - what would we do if a student came up to one of us and said, "Hey! I thought studying with you would help me to improve my English, but it didn't! Why?" What would we do? Would we blame the environment ("the class size was too big", "the room wasn't right")? Would we blame the student

("you didn't come to class", "you didn't practice hard enough")? Would we look at ourselves ("am I doing something wrong?")?

## The Conference Column by Craig Bartlett

Any of these responses, and others, may be the right (or wrong) responses, depending on the situation. As we get ready to take part in the Conference, we might do well to take a look at the immediate contexts in which we teach and ask, "What things help or hinder learning here? Which things am I in control of? What should I change, or throw out altogether? What should I continue to do?" As we listen to plenary addresses and featured talks, listen to papers being presented, and take part in workshops, we could ask, "How would these ideas affect the learning environment I work in?" As we talk to other colleagues, it might be good to ask ourselves, "Am I open to hearing what others say about teaching and learning?"

If you have any musings of your own on the theme, please share them. You can reach me at  
<conferencecochair@yahoo.ca>.

Cheers

Craig Bartlett  
Conference Co-chair



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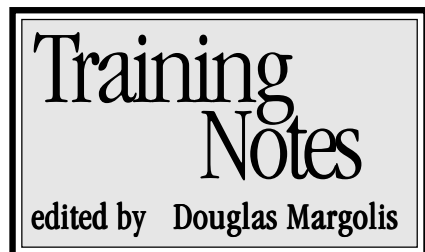
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**Interested in learning more?**  
**Contact the KOTESOL Research SIG!**

# Writing for the EFL Student

by Jim Gongwer

There are four inter-related components required for an EFL writing program: 1) building confidence and motivation, 2) simplifying the writing process, 3) utilizing proper grading techniques, and 4) providing feedback for student work.



## Confidence and Motivation

The first step in teaching writing is establishing motivation and self-confidence. Simple directions, proper grading, and feedback are key. Also, allowing students to focus on topics of special interest is important. Moreover, the more you provide students with tools for expressing their ideas, the easier their words flow. Furthermore, keep in-class writing tasks short. This, plus use of realia and current events, can help engage students.

## Simplifying the Writing Process

Writing involves preparation, free-writing, and revising, but our students may be unaware of and mystified by the process. The preparation stage of writing seems especially neglected and walking students through the process can improve their writing and self-confidence. Preparation includes brainstorming, collecting information, and organizing ideas.

### Brainstorming Activity

Prep: Write "classmate" on the board.

#### Instructions:

- 1) Students write words, without stopping.
- 2) There are no wrong words. Avoid turning on the mind censor. Bad words (shit, sex, condoms etc.) are acceptable. Ex-

plaining this brings laughter and freedom to the students.

- 3) Spelling is not important. Again, to avoid the mind censor.

- 4) If students can't think of a new word, they should repeat writing the same word until the mind gets tired and discovers a new one.

- 5) Don't erase or cross out words. Again, avoid the mind censor.

- 6) The professor may also write words on the board. Slipping in a bad word helps break the ice and proves the point that anything goes.

- 7) After two minutes stress all pencils down.

### After Brainstorming

Read words that students have written and make comments on the interesting ones. Emphasizing how each word has the potential of a great sentence, can relax students. Repeat the same two-minute drill using, for example, "Mother" (any word will do). Once again, stress all words are OK. The pencil should not stop writing. Doing brainstorm activities will increase student creativity and give them resources for writing.

### Collecting information

Collecting information is an important part of the writing process. Often the information may be internal feelings. Collecting information from newspapers, other students, family members, the internet, or strangers on the street, also yields material. To make information collecting most effective, students should know in advance what they are seeking.

### Organizing Ideas

Another preparation skill that students often need to develop is organizing. Students can use their brainstorm lists and the information they collected from other sources to organize ideas into related categories. If they can group words into three or four main topics, they might also think up several new words that go with each topic. One activity is to practice re-organizing the words several times into new categories, exploring different possible relationships.

Breaking the preparation stage of the process into these simple steps makes writing less intimidating and facilitates clear prose.

## Utilizing Appropriate Grading Techniques

Grade only four aspects of writing. For example, a beginning assignment might focus on capital letters, subject, verb (presence or absence) and final punctuation. Announce the four criteria when you assign the task. These criteria are the only aspects graded. If these are correct then the paper is 100%!! The student is very pleased and looks forward to the next writing assignment.

The next writing exercise may or may not stress four new criteria depending on the students' ability. Keeping the grading to no more than four criteria per task is critical for maintaining student confidence and clarity of expectations.

## Feedback for Student Work

Feedback is very important for writing. Drawing upon students to provide feedback to their classmates increases the teacher's effectiveness. For example, before students submit work for grading, let students peer edit the papers. If the peer editors are graded as well, students become effective editors. The important point is to focus attention on the writing criteria for the assignment. At the same time, editors can be encouraged to communicate their reactions directly to the author.

Group feedback also is effective. For example, write on the board or prepare a handout with some student errors and ask for class discussion on how to improve the writing. Another important activity is to recognize and read both the creative papers, even if not grammar perfect, and the really well written papers.

## Keep It Simple

In summary, a successful writing curriculum includes positive reinforcement via appropriate grading and feedback, easily implemented steps that help students learn the writing process, and attention to motivation and confidence building. For more

*Continued on page 18*

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# Changing English Soundscapes Across Pan Asia

In this Pan Asia column we highlight several changes taking place in our ELT profession that are currently sweeping Asia. Deciding upon how to best control or



shape these changes is an issue that is sure to draw you into a vibrant debate soon: whether it be with your fellow teachers in the staffroom, with your university president at a faculty meeting, or with presenters at one of this year's language teacher conferences in Asia.

Burns and Candlin, who are teacher-researchers based respectively in Australia and Hong Kong, have rekindled a debate on several statements that they feel our teaching profession may have grown too comfortable with. Burns and Candlin (2001: 4) challenge the idea that "people who have little contact with the host community will not learn the language successfully" and recall "into question whether the traditional English-speaking countries -- the US, UK, Australia, Canada, New Zealand -- can still be regarded as owning English and having the right to set standards... [and raised] the issue of whether the standards of the native speaker (usually interpreted as British or American) can ever be a realistic goal for language learning..." Burns reveals that she prefers to view language learners as speakers in the process of becoming bi- or multi-lingual who will use their language repertoires for the societal roles they find themselves in,

and Candlin believes the answer to enabling learners to develop their own identities and defining their own needs lies in choosing a different model of classroom behaviour and classroom work than what is currently available. A perfect place for you to take part in this flourishing debate is at KOTESOL's upcoming October 13-14 conference "The Learning Environment: The Classroom and Beyond," and from November 22-25 at PAC3 in Kitakyushu, Japan where Burns and Candlin are headlined main speakers.

In our first year of the 21st Century, English continues to be accepted -and more often demanded- by an ever-widening group of people around the globe and into most reaches of Asia. English is the language most often used in academic papers, on the Internet and in global media reports to communicate and to keep abreast of the rapid changes in the way business is done and how governments react to changes in their economies. Ministries of Education, employers and teachers are groping for innovative ways to reach new goals.

Tsao (2001: 18) notes that "Taiwan has launched an ambitious project to promote itself as an Asian-Pacific Operational Center. For such a project to be successful, it is estimated that the country would need at least half a million people who, besides having knowledge of their specialized field, will have to be truly bilingual in English and Mandarin." To reach that goal, the ministry of education has decided to begin English instruction in the fifth grade instead of the first grade of junior high. Tsao concludes his research (2001:19) by recommending "that English be taught from elementary school in those Asian countries in a situation comparable to Taiwan's."

In the same issue of the academic journal that Tsao presented this recommendation however, Nunan (2001: 13) points out that "In the Philippines, on the other hand, the President's Commission on Language has recommended that English be dropped as the medium of instruction in favor of either Tagalog or one of the vernacular languages. This move has grown out of the concern for the language rights of the child ..." Counterpoint however, to the decision made in The Philippines, he notes "In Malaysia, for example, there is a dilemma over the place of English vis-a-vis the national language. The years since the introduction of the national language as the medium of instruction have seen a steady decline in students' English proficiency... Currently, in the public universities, all lecturers qualified in Malay are obliged to use it."

Innovations in the teaching of English as a Foreign Language are a result of the work of "change agents": school administrators, government officials and politicians, researchers, classroom teachers and parents who have the power or ability to encourage changes.

Wiriyaichitra (2001: 20) notes major changes in English teaching and learning are happening in Thailand where "If the proposed curriculum ... is accepted by public hearing this year, English will become a compulsory foreign language subject starting from level 1 in primary education (6 years-old)."

The offering of core courses in English or other foreign languages has become an innovative strategy for Korean and Japanese universities attempting to keep abreast of globalizing education. In Japan, universities are trying to bolster falling student enrolments (because of a nation-wide population decline) by attracting more foreign students through the offering of one-year exchange programs with sister universities in Korea, Thailand, Taiwan and other Asian countries. To encourage Asian students to register, an increasing number of core courses in popular faculties such as economics, social welfare and international studies, are being provided in English and languages other than Japanese.

*The Editors of The English Connection and the KOTESOL Council wish to express thanks to those individuals whose financial contribution ensured that the PAC3 Pre-Conference materials arrived in Korea for inclusion in this issue. Korea TESOL is a joint sponsor of this series of conferences, this year hosted in Kitakyushu, Japan.*

Malcolm Swanson  
Joyce Cunningham  
David McMurray  
other friends of KOTESOL living in Japan

Dennis Woolbright  
Gene van Troyer

*Continued on page 18*

# A Conversation Activity: A Korean Time Capsule

by Ronald Gray

While many EFL teachers in Asia frequently use conversational activities which are designed to introduce their students to aspects of Western culture, few teachers use activities that directly relate to their students' own culture. This activity aims to do so for Korean students. It works best with high beginner, intermediate or even upper-level college students. Preparation time is less than 20 minutes and the activity time is 30-45 minutes. The only material needed is a handout (and even that can be replaced by the blackboard and scratch paper).

## A List of Time Capsule Items

- A map of Korea
- A streetmap of Seoul
- A bottle of soju
- A videotape containing one day's programming on KBS
- A Korean flag
- A copy of a Korean newspaper
- A pair of blue jeans
- A picture of a 'soju tent' (po jung ma cha)
- A Korean dictionary
- A recipe for kimchi
- A picture of traditional Korean clothes
- A Korean history textbook
- A cellular phone
- A new Korean pop CD
- A bottle of water from the Han River
- A piece of dried cuttlefish
- A picture of a Korean car
- A package of Korean cigarettes
- A traditional mask
- A picture of 'The Blue House'
- A map of the Seoul subway line
- A picture of Mt. Sorak
- A night picture of the Seoul skyline
- A picture of P'anmunjom

## Procedure

Students are divided into groups of four or five people. They are told that the Seoul (or you can substitute the name of the Korean city you are teaching in) city government is going to put a time capsule in a new administration building now under construction, and that the students are on a committee that will decide which items will be placed in the capsule. The time capsule will be opened in 100 years and should contain twelve things which are representative of current Korean (not Western or world) culture. Since the time capsule is small (only one meter in size), only small objects can be chosen.

The teacher then distributes the handout listing twenty-four possible time capsule items. The students are told that they need to pick any seven of these and also come up with an additional five items (which are not on the handout) for a total of twelve things to be put in the time capsule.

Finally, the students are told that they should write down their reasons for selecting the various items. When everyone is finished, the teacher picks one student in each group to read the group's results. (Or a couple of students from each group can write their picks on the blackboard and explain why they choose them to the class).

## Supplementation

Teachers can use the above-mentioned list, supplement it, or even come up with one of their own. There are numerous different language point focuses that can be constructed. For example, students could consider what would have been found in a time capsule buried in Korea during certain crucial historical periods: in the year 1920 (when Japan controlled Korea); or in 1900, when Japan was becoming more influential in Korea; or even in 1433, when Hangul was invented during the reign of King Sejong. Grammatical points like

## Techniques

edited by Stephanie Downey

'was included' or 'would have' can be stressed when the students give their comments.

Another possible approach to take is to conduct a values clarification discussion. After the main time capsule activity is finished, if the class is still interested, students can be asked what things they think would be representative of other countries (like America or Japan). Or the teacher can present the items they would themselves select for their country's time capsule and elicit students' responses.

## THE AUTHOR

Ronald Gray taught in Korea for five and a half years in Seoul, Taejon, and Masan. He currently teaches at a university in Beijing, China and has lived and worked in Asia for more than twelve years. He has also taught in Japan and Saudi Arabia. His main area of interest is second language acquisition and he is a past KOTESOL member. His email address is [mnenomic\\_2000@yahoo.com](mailto:mnenomic_2000@yahoo.com)

## Editor's Note

To up the challenge for more advanced classes and make the activity more learner-centered, have students generate their own list of possible time capsule items before getting into groups. They can try brainstorming lists of items in pairs and then make a final class list on the board. Such brainstorming allows the students to reflect on their own culture, gets them talking from the start, and provides a wonderful opportunity to work on vocabulary and pronunciation. Let us know how this or another great activity worked for you by writing to the editor at [<stefdowney@hotmail.com>](mailto:stefdowney@hotmail.com).

## Volunteer! Your conference needs You!

Conference staff sought. Share two hours to meet colleagues, increase contacts with employers and publishers and KOTESOL happenings. Contact Craig Bartlett for

general conference matters at [<conferencecochair@yahoo.ca>](mailto:conferencecochair@yahoo.ca) or Dr. Peter Nelson for employment activities at [<peterprofessor@hotmail.com>](mailto:peterprofessor@hotmail.com).

For this issue our spotlight shines over to Jeolla, for the man serving as their Secretary: Adam Lee. He hails from the village of Crystal which is a suburb of Minneapolis, Minnesota, USA.

## Membership Spotlight

edited by **Jerry Foley**

His Bachelor of Arts is in English Language and Literature from Concordia University Irvine (Irvine, California) and he has a Master of Arts in English from University of St. Thomas (St. Paul, Minnesota). He also holds a certificate in Biblical Studies from a small Bible School in Plymouth, Minnesota.

Adam is teaching at Sohae College's English Department. This campus is located in Kunsan, North Jeolla Province.

He tells us that he attended KOTESOL chapter meetings on and off while teaching at Chonbuk National University from 1995-97. After changing positions and moving to Kunsan, "I finally joined KOTESOL at the 1998 national conference," he says. Being a regular participant since then, he has served as Chapter Secretary beginning in 1999 and Jeolla Webmaster from last spring.

His teaching philosophy is: "Students are candles to be lit, not vessels to be filled." Continuing he says, "I am fortunate enough to work in a department where I have the chance to get to know my students personally and get involved with all aspects of their language learning. Most semesters I teach each group of students at least nine hours a week. Classes usually start as a sort of confidence building 'self-help' workshop, and progress into task-based lessons and computer-assisted learning assignments. Students must do much of their homework on-line through my homepage and submit all written assignments by e-mail. This year I've started to use Hakmunsa's Tell Me More and Now You're Talking and am spending every second of my free-time getting blisters from photocopying, cutting, laminating, and then cutting again all the little activity cards from the teacher's manuals. Why don't the publisher's include color-printed cards as a supplement package (which my department would then pay for!)" Adam adds that his most prized teaching possessions are collections of authentic English materials for Information Gap activities. These 'care packages' from home arrive with new restaurant menus, Minnesota tourism brochures, newspaper movie pages, and supermarket coupons to be laminated and used in class.

Adam spends most of his spare time reading literature and poetry, writing about his life in Korea, studying Korean, and traveling around the peninsula. At college he leads an English Bible Study and works

with their department's English Newspaper, the Sohae Herald (whenever their college administration decides to grant enough money for publishing).



"My winter and summer vacations are spent backpacking around countries in Asia. I spent last December in India, February in Turkey, and am planning to enjoy this summer in Russia studying language, traveling, and volunteering at an English Camp in Siberia."

Adam's plans are to stay in Korea for as long as his college administration will put up with him. He is also very interested in completing a doctoral degree in English someday. Or perhaps finally picking up that Masters in TESOL. If he teaches in another country, he says that he will head straight for Argentina, which he has been told is on the exact opposite side of the globe from Korea.

**"Siggy" Sez:**

Think SIGs when you are looking for a bright idea.

For more information, contact

jen lalonde

KOTESOL 2nd Vice President

at the contact details provided in the "Who's Where" section in this issue.





## Dog Daze

Dog-tired, even rabid, from summer's heat? Blame the "dog days" (< Latin "dies caniculares"), arising "from the pernicious qualities of the season being attributed to the 'influence' of the Dog-star", the greater Sirius or the lesser Procyon (OED). Or, perhaps, they're just the days when dogs are most inclined to go mad. Humans too. The cure for your midsummer madness could be a fetching bowl of the euphemistically named "boshintang" [healthy (dog) soup]. Nonetheless, if you find such more dyspeptic than delicious, you might prefer only to digest words on dogdom.

"Dog" is rather a curious term. While its formation, a monosyllabic with word-final "g" is straightforward enough (compare "frog", "pig", and "stag"), its pedigree is more obscure. This feisty stray, of unknown origin beyond Old English (OE) "docga", vied with OE "hund" as the general term, hypernym, for "dog" and won the "dog fight", supplanting the latter. In

contrast, "hound" has narrowed or specialised in English, albeit not all Germanic languages, to mean a type of hunting dog.

"Hound" is a relatively neutral if not even ameliorative hyponym (specialised term) for our canine companion, the proverbially loyal "best friend". However, other noteworthy ones are rather more pejorative. Strays include the low-bred "cur" (ME "cur-dog"), possibly from Old Norse "kurr", "grumbling" or "growling", and "mutt", maybe from slang "muttonhead". Moreover, we have "mongrel" (related to "mingle"), a creature of mixed breed. Here, "-rel" suggests both diminution and depreciation (cf. animal-related terms "mackerel", "cockerel", "doggerel"). Also apparently diminutive (the final "-y" is deceptive) is "puppy", from Latin "puppa", "girl, doll". Therewith comes the back formation "pup", applied uncomplimentarily to conceited young men.

Women are not exempt from such unflattering extensions in usage, and, indeed, this column would be woefully incomplete

## Word Whys

by Terri-Jo Everest

were the doggy hyponym of hyponyms, the "b-" word, unaddressed. "Bitch", an etymologically obscure word, denoted not just a female dog but also a bad woman by the fifteenth century. Other gender-marked pairs in which the former (male or both sexes) is more flattering, the latter (specifically female) less so, abound: consider the sly fox but seductive vixen, strong bull but dumb cow (cf. "coward"), to name just two. More language such as this could land me in the doghouse or "kennel" (cf. "canine", "cynic"), so I hasten to add my account is descriptive, not dogmatically feminist. An apt closing motto: "Let sleeping dogs lie."

*Questions? Suggestions? Hound me at <teverest@hotmail.com>.*

## Getting Published

The language teaching scene in Korea seems to be much more successful at inspiring complaints, rumours, blacklists, greylists, and warnings about this university or that one than it is at inspiring research on teaching and learning. It isn't surprising that for many teachers safety, security, and shelter are a higher priority than 'gaining points' by publishing. Once one finds a stable job with a fair employer getting published might be something to be considered. This issue's WebWheres aims to help the aspiring TESOL author get started.

Few authors couldn't benefit from advice on improving the quality of their writing. Luckily, there is a lot of on-line help available. KOTESOL publications chair Robert Dickey has put together some guidelines for writers. His 'Writing for Readability in Professional Publications' article, available at [www.kotesol.org/readability.htm](http://www.kotesol.org/readability.htm), advises writers to remember that many of the readers are not native speakers of English and contains several helpful links.

Malcolm J. Benson, a former coeditor of the JALT (Japan Association of Language Teachers) Journal has written 'Writing an Academic Article: An Editor Writes...'. This article offers some very practical ideas to help the writer at each stage from conceptualization to publication. Find this article at [exchanges.state.gov/forum/vols/vol38/no2/p33.htm](http://exchanges.state.gov/forum/vols/vol38/no2/p33.htm). When you're done with Benson's article trim back the URL to find plenty of interesting ELT articles courtesy of the English Teaching Forum online.

The style of writing which you were indoctrinated in during your university days may not be acceptable to academic journals. Fortunately, many journals use the same style manual and request that you do the same. The 4th edition of the 'Publication Manual of the American Psychological Association' is the standard for most publishing in TESOL. You can order the book online at [www.apa.org/books/ordering.html](http://www.apa.org/books/ordering.html), you can find a crib sheet at [www.kotesol.org/apacrib.htm](http://www.kotesol.org/apacrib.htm), or if you really want a baby-sitter you could spend \$29.95 on the 'APA-Style Helper®'. The

## Web Wheres

by Trevor Gulliver

Style Helper is a software program designed for new writers who 'need to produce manuscripts and documents written according to APA style'. Try the demo at <http://www.apa.org/apa-style/>.

Of course the question bouncing around inside every aspiring author's head is 'Where? Where can I get published?'. TESOL Inc. has offered help in that regard. Check out [www.tesol.org/pubs/author/books/demystify1.html](http://www.tesol.org/pubs/author/books/demystify1.html). This document contains contact information and descriptions of dozens of journals from 'Annual Review of Applied Linguistics' to 'World Englishes'. Of course, you could always keep it local: [www.kotesol.org/publications.shtml](http://www.kotesol.org/publications.shtml)

*The Website and (print) Publications are looking for staff! Page layout, copy-editing, and writers sought! Contact us for more info.*

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## DAEJEON

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by Kevin Parent

Following elections in April, the Daejeon chapter is now helmed by a whole new executive council: Kevin Parent, president; Donna Myers, vice-president; Brian Quirk, treasurer; Janne Meere, membership coordinator; Sharon Morrison, communication coordinator; and Brian Large, member-at-large.

**What's Up  
in KOTESOL**  
edited by Michael Duffy

The new group assumed their roles just before the chapter's tenth annual Drama Festival, which was a moderate success and a lot of fun for all involved as the teams from all over the country presented their plays. The chapter (now officially spelled "Daejeon") hosted our June swapshop meeting in which several members presented their most successful classroom activities. We are also organizing a picnic for July 17<sup>th</sup> and getting ready for summer break.

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## TAEGU-KYONGBUK

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by Gloria Luzader

Wow! Can gatherings get any better? Maybe you should come join us and find out, on the first Saturday of every month at Kyongbuk National University. (Except August and February when most of us run away to other exotic places.)

Our chapter is growing, with new people from Switzerland and Seattle. (How is that for diversity?) And more of the Gumi crowd, plus the usual faces from Pohang, Andong and Busan. Steve Garrigues gave us a great presentation in June about ways of using pop songs in our classes. And they work! I went back to my classes and tried his techniques with wonderful results. Students talking and sharing – great!

The July meeting will be our Swap Shop for tried and tested ideas. Bring lots of samples and printouts, and be prepared for lots of questions. We want to know and learn! After the meeting we will retire to our favourite galbi restaurant for the usual wonderful meal with the liquid refreshments known and loved by us all. Members are free, and guests pay a small charge. Please join us for a great social evening.

Our own Craig Bartlett has gained his MA and is flying to England in July to have it conferred. Yea! We are all proud of you, Craig. Another Taegu-Kyungbuk chapter member forging ahead with his career.

In August, as usual, we will not have a meeting, we will kick off the fall season in September with Jerry Foley. Jerry is our favorite KOTESOL groupie. He is everywhere. His topic is "The Armageddon of Dialects." This is not to be missed. If you have never heard Jerry speak you have no idea what a dialect is. Come and be informed, and entertained. October will be the always interesting and charming Julie Stockton from Handong University near Pohang. Her topic is "to be disclosed" but I guarantee you'll be on the edge of your seat during her presentation.

The Book Swap has overflowed onto the chairs and extra boxes. We have some great stuff for you to waste an afternoon reading or on the train trip from home to the KOTESOL meetings. Bring and take books, paperbacks or hardbound.

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## BUSAN

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by Paul Mead

At our May meeting, Jerry Foley stood in for Joseph Nicholas as a presenter. Joseph was called away on urgent family business, and we learned not long after that his mother had passed away. We extend our deepest sympathies to Joseph on this bereavement. Jerry's presentation showed a way to enhance descriptive writing. His method was simply to use small coloured models of animals as a way of stimulating ideas which could then be put on paper. Thank you for stepping in at short notice, Jerry. Jim Corbett of the Busan Metropolitan Teacher Training Center gave the main presentation, demonstrating how

movies can be used for classroom or for self-study. He used as an example "Denis the Menace", a movie chosen for its simple story line, its variety of language levels and its colourful dialog.

For our June 30 "what-works" presentation, John Baker of Tong Myeong College conducted a workshop where he examined a five-stage reading model, and distinguished six types of reading activity. The main presenter this time was Stephanie Downey of Kyeongnam University, Masan. Stephanie deployed her substantial knowledge of classroom techniques to demonstrate how students can work together in groups, and, with the help of audience participation, she showed us the subtle power and potential of various kinds of group activity.

On July 28 we welcome Brian Heldenbrand, President of Jeolla Chapter, as main presenter. Meanwhile, Busan Chapter is looking for people to get involved in executive activities. We are looking for a new secretary, a 1st vice president, and just anyone willing to help with monthly requirements. Come and give a hand, and you will meet nice people, be close to the hub of TESOL in Korea, and you will have a good time.

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## CHONGJU

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by Koh Tae-sul

The summer months are here, and Chongju KOTESOL will be taking a break until late summer. At that time, we will make up for lost time by having two meetings in September. Our next meeting will be held on September 1st. We are going to have a swap shop where members will exchange ideas and experiences with games, activities, and tasks that work in their classrooms. This will be an excellent opportunity to get ourselves informed of some of the more successful methods of teaching.

Four weeks later, on September 29th, David Dugas of Daejeon University will be bringing his Progressive Rapid Oral Testing Workshop to our meeting site. During this workshop, we will examine some of the tools and concepts he has developed for teaching and evaluating EFL students in a university classroom setting.



The focus of this workshop will be on how to use specific tools and as well, how to understand the concepts behind their development. High quality workshop manuals will be offered to participants at cost and will contain a detailed description of the workshop ideas, tools, and forms. These meetings will take place at our usual site: Room 312 at Chongju University's Humanities Building. Follow the blue signs from the front gate to the building. There will be time for tea or coffee and a chat before the proceedings begin.

At our last meeting, on May 26th, Dennis Kim (Gyung-sik) showed us how reading activities can spice up our lessons. He also examined some of the problems and challenges involved, and offered a reading approach that motivates students while remaining practical for the Korean classroom. A big "thank you" to Dennis!

For more information, check out our website at [www.kotesol.org/chongju](http://www.kotesol.org/chongju).

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## SUWON - KYONGGI

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*by Dr. Boyce T. Fradsham*

The last meeting for the term was held at Suwon University on June 2. It was a very up-beat meeting with a full agenda. Two speakers presented as follows:

Yoo, Kye-Hyoung, a middle school teacher at Suwon Buk Middle School, talked about the often encountered difficulties of getting students in middle school to discuss unfamiliar topics in English. She made a very inspiring, informative and practical presentation on this subject and offered many suggestions for teachers to use in the classroom in order to engage students in more English conversation and on a broad variety of topics.

Professor Yoo, Hang-Jin, a long time professor from the English Department at Suwon University, enlightened the audience with his presentation on the similarities and differences between the English and Korean languages. His view, that in order to have a more efficient and productive ESL class, teachers must be aware of these differences, was presented in a very pragmatic and knowledgeable manner. He discussed certain differences where Ko-

rean students encounter problems in learning English and dealt with the phonological, morphological, syntactic, semantic, pragmatic and cultural aspects.

Judging from the audience's questions and discussion, both speakers were enthusiastically received. One new attendee (Lim, Jung Nam) took out membership for the first time. Welcome Jane!!!!

Another important part of the meeting was the election of some new executive officers. Other new officers will be elected at the first meeting in the new term. Officers elected were as follows:

President: Professor Lee Mi-Jae  
Vice President: Dr. Boyce T. Fradsham  
Membership and Outreach Coordinator:  
Judith Laurentius

Meetings have been suspended for the summer season and will resume again at the beginning of next term. We maintain an "online" mailing list for distributing information about upcoming meetings, etc. If you wish to be included on this list, please advise Judith Laurentius of your exact e-mail address at [j\\_laurentius@yahoo.com](mailto:j_laurentius@yahoo.com).

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## JEOLLA

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*by Adam Lee*

Summer vacation will officially be over on August 25th when Jeolla KOTESOL reconvenes for the autumn semester. The meeting will be held that Saturday at 2:30 pm on the Jeonju University campus in Jeonju. Brian Heldenbrand, this chapter's president, will be presenting with some new teaching ideas freshly gleaned from his summer TESOL graduate studies in the United States. Robert Dickey, KOTESOL's 1<sup>st</sup> Vice President, will also be presenting on that date.

Due to a lack of participation from local schools, the Spring English Drama Festival never got off the ground. It has been rescheduled for the afternoon of October 27th. During the morning of that day the annual English Drama Festival for university level students will be held as planned at Jeonju University. The afternoon will be reserved for high school and middle school teams. We apologize for any diffi-

culties or confusion this might have caused for those groups who prepared for the Spring English Drama Festival, and invite you to join us instead this October.

Our final meeting of last semester reunited Rachel Phillips and Ingrid Zwaal, the former teaching tandem from Jeonju National University of Education. Rachel now resides in Seoul. She presented on reevaluating our classroom role-playing methods, and Ingrid provided a handful of answers to that pesky perennial question, "Teacher, how can I improve my English ability?" It was indeed an excellent finale to a productive and exciting semester for Jeolla KOTESOL.

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## KTT

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*by Douglas Margolis*

KTT — KOTESOL Teacher Training — welcomes aboard new presenters — Roger Fusselman, from Ulsan University, and Robert Dickey, from Kyongju University's School of Foreign Languages & Tourism. Several other KOTESOL members have expressed interest and will be announced soon. To join KTT, all you need is to be a KOTESOL member in good standing, be willing to volunteer your time and energy, and be interested in teacher training. We always need volunteers with ideas for materials development and new presentations. We could especially use presenters for elementary teacher training.

KTT presenters have been keeping busy. On May 19th, Peter Nelson, David Ellis, Kirsten Reitan and Roger Fusselman presented workshops in Taejon for the Secondary English Teachers Association. Then, on June 29<sup>th</sup> and 30<sup>th</sup>, KTT presenters Jim Gongwer, Kevin Smyth, Peter Nelson, David Kim and myself presented at the KATE International Conference of (Korean Association of Teachers of English), held at Ewha University. The KTT sessions were well attended and helped build interest in KOTESOL.

If you are interested in becoming a teacher trainer, or if you would like to share experiences, ideas, and/or materials that can help teachers improve their teaching, we would be very happy to hear from you.

*Continued on page 18*

# TDSIG Returns with a Roar

by David Ellis

The Teacher Development Special Interest Group (TDSIG) reconvened on Saturday, June 16, at Hannam University in Daejeon. Spearheaded by Jennifer Lalonde, KOTESOL National 2nd Vice President and interim TDSIG Facilitator, teachers traveling from cities as far as Gwangju and Busan participated in the four-hour action-packed event.

Jen was supported by Robert Dickey, a former TDSIG coordinator himself, who also made a 30-minute presentation about ongoing professional development. He discussed not only the importance and relevance of professional development during his presentation, but also provided online sources for attendees to in-

vestigate to promote their own individual professional development.

Following this presentation, the group discussed a range of issues, all of which were centered principally on defining the difference between teacher development and teacher training. Recognizing teacher training abounds through mediums such as conferences, workshops, seminars, lectures and so on, the group attempted to distinguish teacher development from teacher training. Following robust brainstorming sessions, the group then tried to synthesize teacher development and training into a cohesive and synergistic unit. Among other activities, teachers reflected on their own teacher development, using a series of six questions as the catalyst. The ensuing discussion was par-

ticularly compelling, enjoyed by all. The meeting concluded around 5pm, with several of the attendees sharing dinner together prior to their departures.

Opinions varied and healthy debate ensued throughout the symposium, all in attendance agreed the meeting was energizing as well as informative. The group was particularly excited about the prospects of sharing professional discussion in a way that differs from other mediums of professional training. Invigorated by the exchange of ideas, the group plans to meet again, either the first or second weekend in September. In addition to such face-to-face interaction, the group also plans to pursue active participation in TDSIG online. Ultimately, the objective of the TDSIG is to provide an additional yet unique resource for KOTESOL members.

## PAC Column

from page 12

Han, Dickey (2001) and their colleagues have been drawn into a debate on how to best implement an "immersion-like" teaching program mandated by their university president at Kyongju University. The faculty responded to the challenge by developing a number of courses on a language as content basis (such as Hotel Business English and Korean to English Interpretation), taught in either English or Japanese in which their students could at least cope. To make the program even more attractive to faculty and students, the use of grading curves was curtailed, class-sizes have no longer have minimum cut-offs and much flexibility is provided in the use of L1.

New terms are also being created to explain innovations in teaching method and analysis. Dickey coined the phrase "foreign language medium instruction" to define "that type of instruction where 'content' is a substantive academic course, rather than a support ... or a means to introduce language learning" (forthcoming mentioned in 2001: 9). The nouns landscape, cityscape and seascape refer to the wide view of a place. In Asia many new forms of English are being spoken, therefore an "English soundscape" is a new term that refers to the wide variety of English that can be heard in a particular place or region such as Asia (McMurray, 2001: S4). The term "change" should be distinguished from the more specific term "innovation." Change means to make differ-

ent in an unplanned or natural way, whereas innovation is deliberate and planned. Language teachers have led many innovations into the 21st century such as task-based learning; team-teaching; teaching of English at elementary levels; introduction of computer-based testing; dropping of entrance examination requirements; proposing of English as a Second Language in Asia; and the partnering of professional language teaching associations. We can look forward to doing more.

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- Han, S. & Dickey, R. (2001). Introducing Collaborations in Foreign Language Medium Instruction. *The Language Teacher*, 25 (6).
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- Wiriyaichitra, A. (2001). English Language Teaching and Learning in Thailand in the Coming Decade. *The Language Teacher*, 25 (6).

Get Involved at the Chapter or national levels. It's the "professional" thing to do.

## Training Notes - Writing

from page 10

ideas about teaching writing, the following sources are a good place to start:

- Lyon Clark, Beverly (1994). *Talking About Writing*. The University of Michigan Press.
- Rabkin, Eric and Macklin Smith. (1990). *Teaching Writing That Works*. The University of Michigan Press.
- Reid, Joy M. (1993). *Teaching ESL Writing*. Prentice Hall Regents.

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## What's Up In KOTESOL

continued from page 17

Don't hesitate. Do it now! Email: <dpm123@teacher.com> (my personal email address) or drop by our web site (www.kotesol.org/ktt), or give me a call at 031-720-2245.

During these summer months, many KTT volunteers are vacationing, so if you try to make contact, please be patient. We hope everyone has a safe and pleasant summer.

## CONFERENCES

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

**Jul 30-Aug 1 '01** "The 6th Pan-Pacific Association of Applied Linguistics Conference" Jeju National University, Jeju, Korea. Contact: Larry Chong (Email) <chongld@kyongju.ac.kr> (Web) <http://www.ppaal.org>

**Jul 31-Aug 10 '01** "The 29th Workshop for Asian-Pacific Teachers of English" Honolulu, Hawaii. Contact: The Center for Asia-Pacific Exchange (Tel) +808-942-8553 (Fax) +808-941-9575 (Email) <cape@flex.com> (Web) <http://www.capealoha.org>

**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 (Email) <asialex@lex.yonsei.ac.kr> (Web) <http://asialex.yonsei.ac.kr>

**Sep 5-7 '01** "Defining the Role of Language in Development" IDP Education Australia, Fifth International Conference on Language and Development, Phnom Penh, Cambodia. Contact: Paul Mahony, (Tel) +855-12-810443 (Fax) +855-23-426608 (Email) <sreng.mao@phnompenh.idp.edu.au> (Web) <http://www.idpcambodia.org/conference>

**Oct 13-14 '01** "The Learning Environment: The Classroom and Beyond" KOTESOL Annual Conference, Seoul, South Korea. Contact: Craig Bartlett (Tel) +82-(0)53-580-9537 (Email) <conferencecochair@yahoo.ca> (Web) <http://kotesol.org>

**Nov 10-11 '01** "ELT: Evolution of Learning & Teaching" The ELT Online Conference. Contact: The ELT Online Conference (Email) <info@eltoc.com> (Web) <http://www.eltoc.com>

**Nov 16-18 '01** "ELT in Taiwan: Retrospect and Prospect" English Teachers' Association-Republic of China (ETA-ROC), Taipei, Taiwan. Contact: Leung Yiu-Nam (Tel) +866-3-5742707 (Fax) +866-3-5718977 (Email) <ynleung@mx.nthu.edu.tw> (Web) <http://www.helios.fl.nthu.edu.tw/~ETA>

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

**Feb 22-24 '02** "Evaluation in ELT" NELTA Ninth International Conference, Kathmandu, Nepal. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>, <grgautam@hotmail.com>

**Mar 20-22 '02** "Critical Reflection and Practice" The TESOL Arabia 8th Annual International Conference, Abu Dhabi, United Arab Emirates. Contact: Zafar Syed (Email) <zafar37@hotmail.com> or Miled Hassini (Email) <miled\_hassini@hotmail.com> (Web) <http://tesolarabia.org>

**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 (Email) <conventions@tesol.org> (Web) <http://www.tesol.org>

## Calendar

edited by Louie L. Dragut

**Dec 16-21 '02** "13<sup>th</sup> World Congress of Applied Linguistics" Singapore. Contact: Anne Pakir (Email) <ashead@nus.edu.sg>

*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

**Aug 17 '01** "ELT: Evolution of Learning & Teaching" The ELT Online Conference for Nov 10-11 '01. Contact: The ELT Online Conference (Email) <info@eltoc.com> (Web) <http://www.eltoc.com>

**Aug 31 '01** "13<sup>th</sup> World Congress of Applied Linguistics" Singapore. Contact: Anne Pakir (Email) <ashead@nus.edu.sg>

**Sep 28 '01** Action Research project manuscripts are currently being sought for an upcoming book entitled *Voices from Asia: Case Studies in Action Research*, part of the SEAMEO Teacher Training Series (Jack C. Richards and Willie Renandya, Series Editors). Contact: Gregory Hadley (Email) <hadley@nuis.ac.jp>

**Nov 14 '01** "Critical Reflection and Practice" The TESOL Arabia 8th Annual International Conference for Mar 20-21 '02, Abu Dhabi, United Arab Emirates. Contact: Christine Coombe (Email) <christinecoombe@hotmail.com> or Phil Quirke (Email) <phil.quirke@hct.ac.ae> (Web) <http://tesolarabia.org/conference>

**Nov 30 '01** (for Feb '02) "Evaluation in ELT" NELTA Ninth International Conference, Kathmandu, Nepal. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>, <grgautam@hotmail.com>

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*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, Taejeon 300-791 (Email) <lldragut@mail.hannam.ac.kr>, (Tel) +82-(0)42-629-7387.*

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# Korea TESOL

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Anyone can join KOTESOL by attending a local chapter meeting.

# Aston University Language Studies Unit

## MSc in TESOL/TESP

### 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 worldwide. 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 to keep the MSc at the cutting edge of language teacher education and research.

### CONTEXTUALISED EDUCATION

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.

### COURSE STRUCTURE & 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). Students are able to select from any of the modules below to make up the other 130 credits needed to complete the MSc. 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 an Aston tutor who will be working with a maximum intake of 20 students in any calendar year (the norm is 10-12). Experience has shown us that this allows us to develop strong personal contact with participants, which is essential for stimulating and effective study at distance.

### 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, and/or would like to receive a detailed brochure, please contact:

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**Language Studies Unit**  
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