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**KOTESOL**

## Cooperative Learning in the EFL Context

by *Linda Fitzgibbon*

### Introduction

Cooperative Learning (CL) is not a methodology often associated with the English as a Foreign Language environment. CL is a generic term for numerous methods of organizing and conducting both teaching and learning. Central to CL is the instructional use of small groups where students work together to maximize their own and each other's learning. In this article, CL is offered as an imperative in the education of global citizens, because of its detailed educational outcomes. These outcomes include higher individual achievement, a more supportive atmosphere and greater social competence. Ideas for creating a cooperative environment and implementing cooperative learning structures will be detailed.

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# The English The Connection

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# What will come to fruition?



현태덕

## President's Message by Dr. Hyun Taeduck

Dear KOTESOL Members,

We have seen the flowers in spring and borne the heat of summer, and now both are behind us. Fields will soon change into seas of golden waves, as crops come to fruition at this time of the year, and I am led to consider how much the goals of KOTESOL are coming to fruition. How much are we promoting scholarship, disseminating information, and facilitating cross-cultural understanding among persons concerned with the teaching and learning of English in Korea? And how much are our efforts in these areas bearing fruit?

**Scholarship:** In my message in the May 2001 issue of TEC, I suggested that we prioritize these ideals, and since then the executive council has done its best to realize them. However, many members feel that their professional needs or expectations are not satisfied, and it is time for us to redouble our efforts and to put more energy and attention into promoting scholarship. We have to en-

courage members to put their experiences and ideas into academic papers. I therefore propose that we set up a research committee, with the aims of fostering research and assisting members' research activities.

**Cross-cultural understanding:** It is painful for me to note that the cultural understanding which is written into the constitution of KOTESOL is still a challenge, both within Korea as a whole, and within our professional society. Cultural misunderstandings that so frustrate some native-speakers of English in Korea have a reverse of the coin as well, and we might fairly ask whether KOTESOL, as a society, has worked hard enough to redress this issue. Have we been facilitating cross-cultural understanding, or merely focussing on problems in cross-cultural environments? English is the official language of KOTESOL, is it also the "official culture" of the society? Of our classrooms? Should it be? This merits further discussion. To be seen as more than "that ex-pat society" KOTESOL needs to make more diligent efforts into the Korean teaching community, both in terms of increasing membership and providing a broader bridge between the Korean and ex-patriot teaching communities.

**Disseminating information:** This goal is being realized well through our local chapter meetings, and local and national conferences, in which members are asked to devote themselves to disseminating grass-root teaching experiences. Theory can be learned by reading academic papers, articles, and books, but teaching techniques and skills are acquired by actual classroom teaching. Classroom techniques and experiences need to be shared through conferences, workshops, and seminars, which is why we hold conferences. At conferences you meet old and new friends, collect informative teaching materials and ideas, and establish a network for your future teaching and company. I urge everyone, therefore, to attend the coming international conference on October 13-14th (<http://www.kotesol.org/conference/2001/>) and to experience (and contribute to) the essence of KOTESOL. It will be well more worth the time and money.

Please let me close this message by posing three questions for us all to reflect upon: i) Is the membership campaign bearing fruit? (Why? Why not?); ii) How are our efforts (in terms of bringing KOTESOL to the forefront of English education in Korea) bearing fruit?; and iii) What is the perception of KOTESOL amongst teachers of English in Korea (NSs and NNSs)?

I look forward to seeing you at the 9th KOTESOL International Conference.

*Dr. Hyun Taeduck*

*President, Korea TESOL*

*continued from page 1*

Teaching is about making choices: which approach to language pedagogy to follow, what textbook to choose, what kind of assessment tools to administer and so on. In my position at Hanguk University of Foreign Studies, after deciding to have a more student-centered classroom, I implemented an approach involving task-based textbooks (Finch and Hyun 2000) where the students were to work in small interactive groups.

Despite reading and planning, I immediately encountered problems. The students had long been accustomed to teacher-dominated classrooms, where a passive controlled style, grammar translation, oral recitation and restrictive instructional techniques were usual; the students, therefore, resisted any transformational approaches. I have a long-standing commitment to active learning and reflected on Brown (1994), when he stated teaching and learning is an eclectic mixture. Having worked with the strategies of Cooperative Learning, while a primary teacher in Australia, I looked to that body of knowledge for guidance to find a combination that would satisfy my professional needs (i.e. thinking that I was doing the best possible for my students), as well as those of my students.

### **WHAT IS COOPERATIVE LEARNING (CL)?**

Fosnot (in Johnson, Johnson, and Smith, 1991) encourages us to reconceive learning as something that the learner does and not merely something that is done to the learner. I loved that. It resonated well with the 'learners don't learn what teachers teach' idea that was presented by Dick Allwright at the plenary session of the KOTESOL conference in 2000. The two dominant approaches to teaching today are competition and individualized instruction. In the former, students are pitched against each other with the teacher doing most of the talking. The teacher asks a question and students are called upon to respond; this linear sequence is repeated. In the latter approach, students usually work from a textbook with little to no interaction with either the teacher or peers. Both of these approaches are at odds with communicative methodologies encouraged in our profession. The cooperative approach offers a way to organize the learners,

where communication and interaction are central.

### **HOW IS CL RELEVANT TO EFL?**

To Harmer (1999), learning takes place as a result of interaction in a meaningful context. CL is a learner-centered approach offering the EFL environment means to generate authentic interaction in meaningful contexts between learners as well as between learner(s) and the teacher. The use of language is found at all stages of CL as communication in the guise of decision-making, problem solving and coordination of individual effort to attain a common goal are undertaken. CL offers the freedom to make mistakes because central to the principles are the development of social skills that lead to acceptance, encouragement and trust. Thus a real learner-centered community in the classroom can be realized. All of us live in a world that is infinitely different from that of generations past; failure to recognise this will result in education practices that are misaligned with today's students and the needs of the future. With the dawning of the 21st century, English education can offer much to face the challenges of global education.

### **WHAT CL IS NOT?**

Merely organizing the class to work in groups on any given task does not mean that learners are engaged in CL. One definition of CL is "the **instructional** use of small groups so that students work together to maximize their own and each other's learning" (Williams 2001; emphasis added). CL is, therefore, a mindful approach where the students are oriented towards a task as well as the process of its completion.

### **WHAT ARE THE COMPONENTS OF CL?**

To be successful, CL must contain all of the following elements.

**A clear set of outcomes.** Specifically what the students are to learn and what they must do and how they must do it.

**Positive social skills.** Appropriate skills in CL are speaking clearly, active listening, asking for clarification, encouraging others, expressing concerns or doubts, seeking consensus, and other such aspects of a Notional Functional Syllabus.

**Individual accountability.** Each student must take responsibility for their performance in the group and be personally accountable for completing their share of the task.

**Group processing.** Groups will need feedback on how they operated as a group and if the intended outcomes were achieved.

**Positive Interdependence.** A CL strategy where all students realize that they are dependent on the others to meet the required outcomes.

*(Adapted from Williams 2001.)*

### **WAYS TO IMPLEMENT CL**

Remembering that CL is more than operating in small groups, at the beginning of the new semester it is vital to talk to the students about CL's purpose and potential outcomes of CL.

The first objective is simply to tell the students the reasons for choosing this approach. This is in order to maximize their English language acquisition as well as to maximize cooperation and interaction among them. As using cooperative learning structures may seem overwhelming at first, I suggest starting slowly; introduce one new strategy at a time, practice it, making sure that students are comfortable with it and understand it and then introduce another one. When introducing new structures it is vital to explain the exact tasks that the students are expected to undertake as well as the criteria for success. In other words, the teacher has to make everything transparent. The easiest structure to begin with is working in pairs; when this is routine, introduce the square concept (i.e. 2 sets of pairs). I recommend making use of peripheral learning; this means that once specific pragmatic language has been introduced, it could be charted and placed on the walls around the room. As this approach represents a marked change from what both the teacher and students may have experienced previously allow time for everyone to 'get with the program'. Finally, viewing CL as a way of life will keep you open to seeing its potential in all textbooks and courses.

### **THE INTRODUCTORY LESSON**

In the section below, I have included two lessons I used with my students to teach them the fundamentals of cooperative learning.

**LESSON 1**

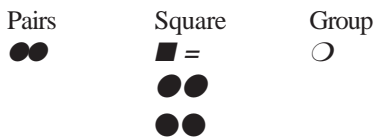
1. Introduce Cooperative Learning by talking about teamwork.

Pair, square, partner, group, interaction, communication and participation. What is the relationship between these words?

2. Talk about learning language as a result of meaningful interaction (Harmer 1999). What is your reaction to this idea?

3. Model the process. Volunteers formed a pair, then got a new partner. They then formed a square (Knee to Knee and Eye to Eye) and later formed a group with the chairs in a circle.

4. I drew symbols on the board.



5. The first activity involved working with a partner. Then they had to find a new partner to repeat the activity. I taught the language skills associated with attracting someone's attention, starting a conversation with a stranger, and beginning work.

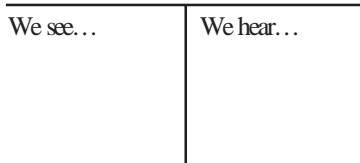
6. That pair of students then formed a square with another pair and did an activity from *Tell Me More!*

7. Later I gave students a card and asked them to find others with the same card. We rehearsed appropriate language. "I'm generous, are you?" "No. I'm kind".

8. The students were then in a group of 5 to 6 and they completed a group activity, again from the text.

9. I then distributed a 'T' chart to each group and asked them to fill it in. (Below is a sample.)

**DURING GROUP WORK.....**



10. We then as a whole class listed the behaviours on the board. I told them this was what I expected in class (E.g., noise, laughter, movement, etc.).

**LESSON 2**

1. Introducing the Continuum structure. I asked students to stand on an imaginary line according to a certain criteria (in this case how much they liked Ricky Martin). At one end of the continuum are those that really like Ricky Martin and at the other end are people who don't like him at all. Along the middle of the line are students who profess varying degrees of 'like'. It looks this.



2. Once the students had determined where they 'stood' on the continuum, I then counted off groups of five.

3. These groups talked about 'how to listen actively', making notes.

4. We then pooled responses onto the board and I encouraged students to actively **do** those things.

5. We then proceeded with group activities from the text.

The following list includes other possible language functions to define in class. A good resource to these functions is *Function in English* (Blundell, Higgins, & Middlemiss, 1982).

- \* How to make others feel valued
- \* How to summarize
- \* How to be sensitive to others feelings
- \* How to look for common points when agreeing
- \* How to compromise
- \* How to apologize
- \* How to give and accept compliments
- \* How to persuade
- \* How to justify your statements
- \* How to criticize ideas and not people
- \* How to accept criticism
- \* How to resolve conflict

**ASSESSMENT**

Assessment should be a positive experience, one that gives information to the students and the teacher. In keeping with a teaching methodology that focuses on all things authentic, assessment associ-

ated with CL ought to do the same. One way to do this is to adopt a testing framework that looks at performance. In other words, what the students can actually do with English. A possibility would be to ask the students the following types of questions. They could be oral or written questions. If done as a group, these types of questions become part of Group Processing, one of the essential elements of CL.

1. After completing this semester, one question I have is...
2. I can use the information and processes I learned this semester in the future by...
3. One way I helped my group was...
4. One new thing I learned was...
5. One frustration I felt during this semester was...
6. One good feeling I had during this semester was...
7. I received help from my group in...
8. Our best strategy for completing the tasks was...
9. In class this semester we...

**FURTHER ACTIVITIES**

Here are six further cooperative activities for the classroom.

**THINK/PAIR/SQUARE**

Students are given a topic and think about it. Then they pair with a partner who listens and shares ideas. The partners then join with another pair and share their ideas.

**CONTINUUM**

Students form a line according to given criteria (e.g., how far they traveled, how they traveled to school, or how much TV they watched the previous evening). Students need to communicate with each other so they know where they belong exactly. Then the students can be put into teams. Count off 1, 2, 3, 4, 1, 2, etc. Then all the 1's get together and so on.

**JIGSAW**

Each student on a team becomes an 'expert' on one topic by working with students from other teams assigned to learn the same expert material. Upon returning to their teams, each student teaches their 'expert' knowledge to the group.

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### CONCENTRIC CIRCLES

Students stand in two concentric circles. The inside circle faces out and the outside circle faces in. Students talk to each other about certain topics or questions. The students on the inside rotate to a new partner for new questions or topics.

### HUDDLE

Students working in small teams 'put their heads together' and briefly discuss some issue or question. One spokesperson per group summarizes their conclusions to the class.

### BRAINSTORM

There are several techniques, two of which are introduced here. The first involves going around the group; each student in turn adds an idea, and one person from the group writes. The second technique is called Sequential Round Robins. It is implemented as above, except the paper goes around the group and each student writes his or her own ideas. Each student should have a different colored marker, in this way individual accountability can be determined.

### CONCLUSION

The body of research surrounding CL tells us that Cooperative Learning definitely leads to higher achievement: deeper levels of comprehension; more fun; the development of positive attitudes to learning; the promotion of self-esteem and the development of skills for the future. Can your students afford to miss out?

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- 

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# Improving Listening Ability

David D.I. Kim

A recent study by Kim and Margolis (2001) found that Korean university students, on average, have had less than 220 lifetime hours of English listening and speaking exposure in a formal setting (school, language institutes, and private tutoring combined). As such, they argue that this amount of exposure is insufficient for Korean university students to have developed proficient English listening ability.

Studies have shown that novices to foreign language learning require a period of time to become accustomed to reception prior to production (Dulay, Burt, & Krashen, 1982; Nunan, 1998), a silent period. Although some commentators would disagree about the effectiveness of a silent period, most teachers would agree that attention should be given to the development of listening ability.

Good listeners not only receive meaning, they also recognize small increments of sound differences, filter out extraneous noises, fill in gaps, make guesses, connect ideas to their personal experience and knowledge, and ascertain inferences and implications, amongst other tasks. For this reason, the development of listening ability requires attention to pronunciation, awareness of processes and strategies, as well as substantial quantities of input and practice.

## INPUT AND PRACTICE

Activities that increase English input and exposure while providing overall listening practice include Read-Alongs, Transcription, Video-viewing, and Sing-Alongs. These activities could be conducted in class, however, assigning them as homework would direct students towards a more efficient use of their study time.

A Read-Along task involves listening to readings of English material by a native speaker (live or prerecorded) while reading aloud with the corresponding text. The passages may be dialogues, prose, or other material that might interest the student. This activity, when assigned as homework, allows the students to work through the readings at their own pace,

permitting as many repetitions as desired. Having students keep a personal record of the dates and time they engaged in this task (or providing a sign-in sheet at the audio lab) provide a basis for grading.

The Transcription task involves transcribing a song, speech, or other spoken material, preferably not more than three or four minutes in length. Unlike dictation exercises, students can listen to the material as many times as needed to ensure accurate transcription. Further, this activity could be utilized as a diagnostic tool that assists students in identifying specific phonemes and structures that require special attention. Assigning different segments of the English material tapes should reduce copying of other's work.

Videos and Sing-Alongs are fun activities that can be assigned as homework or integrated into class time. The point of these activities is to increase authentic English exposure, so playing a video all the way through would be appropriate. Nevertheless, shorter videos with not too much dialogue might be more beneficial to students, depending on their level. Student interest should guide the selection of materials.

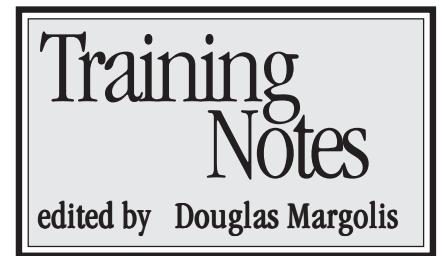
## METACOGNITIVE PROCESSES

Activities that help students reflect about listening skills and their development can guide them to more useful practice and may lead to insights that can make listening exercises more efficient. For example, many students worry too much about catching the meaning of every word in conversation and audio material. Native speakers, however, make guesses and fill in the gaps using context to aid them.

One activity useful for metacognitive processing is the language-learning journal. Students can write about their frustrations with listening, and/or describe what they do when they listen to Korean conversations, and/or identify different types of listening tasks. Another activity is small group discussions about listening, which students could do in Korean. The important point is to engage students to think about and analyze the processes involved in listening.

## STRATEGIC AND PROCEDURAL STEPS

Textbooks that focus on listening skill development, such as *Strategies in Listening* (Rost & Uruno, 1995), *Active Listening*



(Helgesen & Brown, 1994), and *Tactics for Listening* (Richards, 1997), provide specific strategies and procedures involved in listening as well as activities that focus on each. Some of these strategies help students better guess meaning, reduce anxiety, and increase their tolerance of ambiguity, which frees up mental energy for listening.

To sum up, a principled approach to language teaching requires specific attention to listening tasks. Each of the three areas mentioned above, input and practice, metacognitive process, and strategic and procedural steps, deserves attention.

## THE AUTHOR

David D. I. Kim has been teaching English in Korea for the past 6 years. His teaching and research interests include: cross-cultural issues in language learning, developing language assessment tools (e.g. pronunciation) and teaching methodology. Email: kdi.kim@utoronto.ca

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# Greetings, members and friends!

Well, by the time you read this, all the necessary things for the 9<sup>th</sup> KOTESOL International Conference at Sungkyunkwan University in Seoul will be ready. The final preparations at the site will be underway, Conference program guides will be printed, volunteers will be getting ready to welcome participants, and presenters will be putting the final touches on their presentations. All this to ensure that our International Conference will be a great success!

Let me say a few words about the volunteers who will be working at the Conference. They are students in the Tourism Department at Hyecheon College in Daejeon. They have undergone extensive training in providing top rate customer service, and will be eager to assist you in making your Conference experience an enjoyable one. Our thanks go out to Profs. Schuyler Roche and Jennifer Lalonde of Hyecheon College for their efforts in coordinating and training the volunteers for the work they need to do. Most of all, our thanks go to the volunteers themselves, who are taking the time to be part of the Conference.

Among the services the volunteer team will co-ordinate at the Conference will be food services. This is one of the great challenges of any Conference – trying to give ample and varied choices for Conference attendees, based on budget, food preferences, etc. There will be three main choices for attendees: the onsite cafeteria in the Business School building, sandwiches from the local Subway, and box lunches (doshirak). There will not unlimited supplies of all three, but hopefully there will be enough variety for people to make choices suitable for themselves. When you come to the Conference, check the meal services table in the Pre-Registration/Registration area.

Speaking of Pre-Registration/Registration, there may be some of you who missed out on the pre-registration deal, and who think that your chances to save are all over. NOT TRUE! If you are a member, or become a member, when you register onsite for the Conference, you will still save 15,000 won on the onsite registration price. You still have a chance to save!

Finally, allow me to share with you some more musings on the theme of our Conference, “The Learning Environment: the Classroom and Beyond”. That one word, “beyond”, seems to be a simple enough thing to tack on at the end of this theme, but the implications of that one word are enormous. Ultimately, the entire world outside the safe and narrow confines of the classroom can (and should) become a learning resource, both for us and for our students. The leader of the Great Awakening in 18<sup>th</sup> century England, John Wesley, once said, “The whole world is my parish”. Imagine what it would mean for us to say, “The whole world is our classroom”. Imagine what it would mean to actually believe that!

Fortunately, with the advent of the Internet, computers, information technology, and the like, we have a great deal of information from the “outside world” that we can use to help our students learn – we’ve got “realia” coming at us from all sides, so to speak. But do we have any idea of how to harness these resources, to make sense of them, to help our students use them in creative and productive ways, so that they can advance their language learning?

Many of our presentations at this year’s Conference are meant to deal with these issues. One of our featured speakers will be Professor Uschi Felix, Associate Dean of Information Technology at Monash University in Melbourne, Australia. She

has just completed a long-term research project on how developments in computer and information technology can be best integrated into classroom usage. A num-

## The Conference Column

by Craig Bartlett

ber of our presentations, including one by plenary speaker Dr. Michael Rundell, look at how to incorporate things like web pages, email, video, CD-ROMS, and movies into language teaching and learning. A number of presentations will also look at how we can incorporate lexical views of language and task-based forms of learning into our teaching and learning, helping students to understand how language works in the real world of communication, and encouraging them to take responsibility for their own learning. Among these presentations will be a plenary talk by Prof. Jane Willis of Aston University, and invited presentations by Dr. Dave Willis, recently retired from the University of Birmingham and Dr. David Nunan of the University of Hong Kong. Other presentations, including one by another of our featured speakers, Prof. Steven Gershon, will focus on how culture-related issues affect the learning atmosphere. In addition, if you are interested in exploring IT issues in more depth, you will have the chance to do so. Dr. Uschi Felix has agreed to lead an “Energy Break”, an “up close and personal” session with those who want to talk with her in more detail. This session will be for 10,000 won, and it will be open only to pre-registered attendees who sign up when they come to Pre-Registration on Saturday morning. As you can see, there will be ample opportunities for people to consider how the world “beyond” can be a real part of “learning environment”.

This promises to be Conference to remember. We’ll see you on October 13<sup>th</sup> and 14<sup>th</sup>.

Craig Bartlett  
Co-chair, Conference Committee



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## **Top Ten** Reasons to Get Yourself to the 9<sup>th</sup> Annual Korea TESOL International Conference on October 13<sup>th</sup> and 14<sup>th</sup>.

**10.** Employment Center – for employers and job-seekers alike, the employment center will be available for resume drop-off for teachers, employers can post job openings and hold interviews during the conference. All inquiries about the Employment Center should be sent Peter Nelson at [peterprofessor@hotmail.com](mailto:peterprofessor@hotmail.com).

**9.** Rainbow War Video presentation – Peace education activist/educator/presenter Kip Cates will be coming to share with audience members a delightful video that uses to drama to explore the idea of communication between nations with very different values. Kip has developed some activities to use with EFL students of all ages and presents a convincing case for using global issues related topics in the classroom.

**8.** Energy Breaks – Don't you hate it when a really good presentation wraps up and there is a group of people standing around waiting to talk to the speaker? There is a question you need to ask but everyone is rushed and you miss your chance? This year, KOTESOL is offering a new type of event: Energy Breaks. Renowned IT expert Ushi Felix will be center stage in a private session with the first 10 members to register. Refreshments will be served while you have a chance to talk and ask questions with one of our featured international speakers.

**7.** KNT0 booth – Want to go to see Nanta? Perhaps you'd like the schedule for the Imax theater in Seoul? Looking for some information in English about what to do and see in Korea? The Korea National Tourism Office has the information you need and will have a booth available on Saturday for all conference goers.

**6.** Horace Underwood - Mr. Underwood will amaze even long-term expatriates with his insights into Korean culture and how well (or not) westerners function within that society. He was born in Korea in 1917, is fluently bilingual and is one of the founding deans of Seoul University, a senior interpreter and aide during the 1953 Panmunjom Armistice Negotiations, a volunteer English teacher and missionary the recipient of a World War II Victory Ribbon. He has received honorary doctorates from Korea University, Hanyang University, Yonsei University and Hamilton College and will be sharing his insights and experiences with us.

**5.** Cheap, Cheap, Cheap – The conference hasn't been this cheap since, well, a long, long time ago. Pre-registered members pay only W25,000 for the entire two days! Members registering onsite pay only W40,000! See [www.kotesol.org](http://www.kotesol.org) to pre-register before Sept. 30<sup>th</sup>.

**4.** Subway for Lunch – a bonus for those of you from small towns where Subway has not yet reached. One of the options for lunch this year will be subs delivered to the conference – lunch arrangements are on a first-come, first-served basis. Look for lunch tickets on the same floor as registration, near the bag pick-up.

**3.** Global Issues SIG Special Event – For those of you who feel that learning is done best by doing rather than being told, and for teachers who are looking for the perfect activity to provoke real dialogue and discussion in your classroom, then leave your schedule open on Saturday, October 13<sup>th</sup> from 6:30pm until 8:00pm. This GISIG event will be restricted to 50 participants and registration is on a first-come, first-served basis. Used in the Peace Corps to prepare volunteers for overseas service, this event promises to be a thought-provoking 90 minutes.

**2.** Research-SIG and Teacher Development SIG breakfasts – For members of these Special Interest Groups there will be an informal breakfast gathering on Sunday morning from 8am to 9am. Each group will meet in a different room and breakfast items will be available. All members are welcome at SIG events. If you plan to attend please let the Coordinators know in advance. TDSIG Coordinator Paul Mead can be reached at [dongju@ac.kr](mailto:dongju@ac.kr). R-SIG Coordinator David Kim is at [kdi@yonsei.ac.kr](mailto:kdi@yonsei.ac.kr)

**1.** David Nunan, Jane Willis, David Willis, Michael Rundell, Jack Richards... Nuf said. Leaders in ELT coming to your doorstep. See you at the conference!

### **CONFERENCE EMPLOYMENT CENTER RETURNS**

**KOTESOL is pleased to invite you to the Employment Center during our 2001 National Conference (October 13, 14) at Sungkyungwan University in Seoul.**

The annual conference has representation from many Korean universities and university-associated language training institutes, many of which are recruiting qualified instructor to teach English. As in past years, KOTESOL aims to provide a useful service to its members by enabling potential job seekers to meet privately with recruitment representatives, and to leave their resumes with them. In addition, it provides a service to employers by enabling them to meet KOTESOL members who are seeking future employment, and by permitting them to leave recruitment materials for prospects. These services are free to KOTESOL members and participating recruiters, although KOTESOL understandably does not endorse its members qualifications or an employer's recruitment offer in any manner whatsoever.

Scheduling details for the Employment Center are not yet complete, we will have full information available at the conference registration area. Since interview times may be restricted, it is important that you see which recruiters are available, and then sign up on a separate interview sheet at the Job Center itself. If you would like to meet with a recruiter, it is important that you first check the conference schedule to determine which presentations you want to attend on Saturday and/or Sunday, and then register at the Employment Center for a short interview. If you want to leave a resume with a specific employer, or pick up recruitment materials, you may do so at any time.

Please notify colleagues who may wish to attend the conference and take advantage of its Employment Center. Also, we would greatly appreciate your notifying the head of your department about the Employment Center, as your department may wish to send a recruiter to the center, to leave recruitment materials there, or to collect resumes from prospective employees.

For further information on the Conference Job Center: [peternel@cau.ac.kr](mailto:peternel@cau.ac.kr) or [peterprofessor@hotmail.com](mailto:peterprofessor@hotmail.com), or check the KOTESOL home page <[www.kotesol.org](http://www.kotesol.org)>.

# Scheduled Presentations

## Saturday

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### 9:00 TO 9:50

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**John Baker** *Dictogloss: Making Dictation Fun.* Adult Ed.

**Adam Turner** *The Magic of Memory Techniques (Mnemonics).* Learning Strategies/Styles.

**Gerry Lassche** *Is formal instruction viewed positively by SLA theorists?* SLA Trends.

**Kent Lee** *Teaching English discourse stress to Asian students.* Alternative methodologies.

**Philip McCasland and Brent Poole** *When Synergy Happens.* Learning Strategies/Styles.

**Yong S. Kim** *US EFL Teachers in Korea.* Teacher Training & Development.

**David P. Ellis** *10 Commandments of Conversation Class.* Teacher Training & Development.

**Carl Adams, Joyce Cunningham** *Making and Exchanging Videos.* Video in the Classroom.

**William M. Balsamo** *International Email Exchanges.* Cross-cultural Issues.

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### 10:00-10:50

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**Yu Yuangfang and Liu Yongbing** *Language learning strategies and language achievement.* Tertiary Education.

**Roger Fusselman** *Puritans, Cavaliers, & English Teachers.* Teaching Methodology.

**Choe Seung-Shin** *Let's Move On From Pattern English.* Teaching Resources.

**Kelly Lee** *Stories and Comprehension Activities.* Music, Art, and Literature.

**Seo Eun-Mi** *Bringing the World Into the Classroom.* Alternative approaches/methodologies.

**Jeffrey Krum** *Integrated English.* Learning Strategies/Styles.

**Jack C. Richards** *Can Listening Be Taught?* Resources.

**Lee Eunsim** *Picture-Describing Practice in TOEIC Classes.* Classroom-based Research.

**Carol Kim** *Internet-Based Natural Approach to EFL.* CALL.

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### 9:00-10:50

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**Lee Mijae** *Classroom English.* Elementary/Secondary Education.

**Harry Ahn** *Teaching Young Learners.* Elementary Education.

**Michele Milner** *Cultures Alive!* Elementary Education/Cross-cultural Issues.

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### 14:30-15:20

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**Kelly Lee** *Super Tots.* Teacher Training & Development.

**Craig Zettle** *Web-Based Instruction w/Success.* CALL.

**Trevor Gulliver** *Improving Input Processing.* Trends in SLA.

**Kirsten Reitan** *Going for It All.* Textbooks, Adult/Tertiary Ed.

**Andrew Todd** *Get Real or get sorry!* Adult Education.

**John Lowe** *TOEFL Computer-Based Test.* Testing.

**Paul del Rosario & Adrian Clarke** *Constructivism in EFL.* Course & Curriculum.

**Elaine Cross** *Introduction to English for Very Young Learners.* Elementary Education.

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### 15:30-16:20

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**John Lowe** *Up Close.* Teaching Resources.

**Jane Willis** *English in Primary.* Elementary Education.

**Gerry Lassche** *Test design: measuring outcomes.* Testing.

**Michael Bowles** *Adapting the Lexical Approach.* Alternative approaches.

**Marc Helgesen** *Three Key Knowledge Sets.* Learning Strategies/Styles.

**James Ranalli** *Salvaging PPP.* Teacher Training & Development.

**Michael Rundell** *New Ideas, New Dictionary.* Adult Learning.

**Tina Carver** *Interactions Mosaic.* Teaching Resources.

**Jack C. Richards** *Teaching oral skills.* Teaching Methodologies.

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### 14:30-16:20

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**Michele Milner, Christopher K. Lepple** *Poetry in the Classroom.* Music, Art, and Literature.

**Ramesh Krishnamurthy** *Corpora, Dictionaries.* Trends in SLA.

**A Fauzy Chusny** *English by Movie, English for Real.* Advanced Learners.

**Theo Stecker & Marc Sheffner** *Dramaworks.* All Educational Levels.

**Andrew Finch and Kevin Sampson** *Projects and Portfolios.* Alternative approaches/methodologies.

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### 16:30-17:20

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**Peter Nelson** *Elicitation Techniques for Speaking.* Monolingual Classes.

**Tony Schiera & Rachel Miller** *Building a Writing House.* Adult/Secondary Education, Alternative approaches.

**David Shaffer** *Song: does it facilitate learning?* All Levels, Classroom-based research.

**Karl Nordvall** *My First Talk.* Elementary Education.

**Ruth Roring, Laksmi Handayani** *Types of Talk in non-text Classes.* Classroom-based Research.

**Steven Gershon** *Upgrade Your Students.* English Adult Education.

**Horace Underwood** *Korean Culture.* Cross-cultural Issues.

**Antonia Hsiu-chen Liu** *Dictation to On-line Story Writing.* Secondary Education.

**Kim In-Seok** *MALL & Multiple Intelligences.* Tertiary Education.

**Dan Schulte** *Let's Talk 1, 2, and 3.* Adult/Tertiary Education.

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### 15:30-17:20

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**Davina Walker & Stuart H. Landers** *We want Free Talking!?* Alternative approaches/methodologies.

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## 17:30-18:20

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**Douglas Paul Margolis** *Compensation Strategies*. Learning Strategies, High School/Tertiary.

**Park Joo-Kyung** *Teacher Ed. For Pronunciation*. Teacher Training & Development.

**Oh Soonim & Woo Sangdo** *What do elementary students think?* Elementary Education.

**David P. Ellis** *Practical Ways to Minimize TTT*. Teacher Training & Development.

**Elaine Cross** *How To Make Readers Work*. Elementary Education.

**Michael J. Crawford** *Oldies but goodies*. Monolingual Classes.

**Steve Garrigues** *Windows ... Song Lyrics as Text*. Cross-cultural Issues.

**Christopher Lepple and Paul del Rosario** *Trad & Tech Tapes and Floppies*. Alternative approaches.

**Larry Dwan Chong** *Web Based Language Testing*. CALL.

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## 16:30-18:20

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**Stepanie Downey** *Well Begun Is Half Done*. Course & Curriculum, Alternatives.

**Christopher Gallagher & Damian Lucantonio** *Teaching Functional Grammar*. Tertiary Education.

**Keith Adams** *Video for Independent Learning*. Video in the Classroom.

**Dan Schulte** *Let's Talk 1,2, and 3*. Adult/Tertiary Education

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## Sunday

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### 9:00-9:50

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**Steve Gershon** *Tricks of the Trade*. Teaching Training and Development.

**Dawn Davies** *Working and Living in Korea*. Ongoing Research.

**Milagros C. Laurel** *Alternative Techniques & Materials*. Elementary, Secondary, Tertiary.

**Shirley Lopez** *Modularized Materials in Research*. Writing Tertiary Education.

**Jack C. Richards** *Practical Activities for the Speaking Class*. Tertiary/Adult Education.

**Chitose Asaoka & Yoshiko Usui** *Becoming Autonomous Writers*. Tertiary Education.

**Chris Gallagher** *Aston U. Dip/M.Sc. in TESOL/ TESP*. Teacher Training & Development.

**Chris Lovering** *World Financial Markets*. Financial Planning.

**Peter Nelson & Jim Gongwer** *KOTESOL Professors' Survey III*. Tertiary Education.

**David Kent** *Teaching Konglish*. Tertiary Education.

**John Katunich** *Multiculturalism in the Japanese Language Classroom*. Cross-cultural Issues.

**Elaine Cross** *The Magic of Video*. Video in the Classroom.

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### 10:00-10:50

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**Jeffrey Krum** *American Headway*. Adult Education.

**Kang Min Hee & Mary Gowdy** *SIT Educational Programs*. Teacher Training & Development.

**Andrew Finch** *The Non-Threatening Learning Environment*. Alternative Approaches.

**Teresa M. Isidro** *English for Empowerment: Service Approach*. Tertiary Education.

**Michael Pronko** *The Writing Conference*. Writing/Alternative Approaches.

**David Nunan** *Building Meaningful Communication w/Expressons*. Teacher Training & Development.

**Della Summers** *Using Longman Advanced Dictionary CD-ROM*. Adult Education.

**Karl Nordvall** *Teaching English Through Songs and Chants*. Music in the EFL classroom.

**Jack Large** *The Amatica Project*. Adult Education.

**Tina Carver** *Supergoal*. Teaching Resources.

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### 9:00-10:50

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**J. Robert Tuck** *Partially On-line Learning Theory*: CALL.

**Choi Tae-Hwan & Sakae Suzuki** *Discourse Analysis b/t Korean & Japanese Students*. Secondary Education.

**Ruth Roring, Laksmi Handayani, Craig Dicker** *Bringing the Learner Back*. Alternative Approaches.

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## 14:00-14:50

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**Della Summers** *1500 New Words in LDOCE*. Adult Education.

**Marcela Jonas** *Do We Need Grammar?* Adult/Tertiary Education.

**Dennis Kim & Christine Watson** *The U. of Birmingham Distance MA*. Teacher Training & Development.

**Kim Young Im** *Teaching with Storybooks*. Elementary Education.

**Teacher Education Special Interest Group Panel Discussion**. Teacher Training and Development.

**Elaine Cross** *Selected Readings*. Adult Education.

**Lawrence Alter** *How to be Understood*.

**Casey Kim & Patrick Hwang** *Phonics Land*. Elementary Education.

**Jack Richards** *Teaching upper-intermediates: the Passages approach*. Tertiary Education.

**Terry Royce** *Explorer-Teachers*. Teacher Training/Development.

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## 15:00-15:50

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**Trevor Gulliver** *Academic English in Korea*. English for Specific Purposes.

**Kang Myung Jai** *Syllabus for Current English*. Tertiary Education.

**Andrew Todd** *Smile and the world smiles ....* Elementary Education.

**Roger Fusselman** *Cognitive Teaching Techniques*. Teaching Methodologies.

**David Shaffer** *The Oxford L2 Dictionary*. Resources.

**Bruno Paul** *What's New in Side by Side*. Tertiary/Adult Education.

**Soleiman Dias** *Effectiveness of MALL for EFL*. Elementary/Secondary/Adult Ed.

**Tina Carver** *Parachute*. Teaching Resources.

**Kip Cates** *Rainbow War*. Cross-cultural Issues.

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## 14:00-15:50

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**Ramesh Krishnamurthy** *New Dictionary for New Millenium — COBUILD-3*. Teaching Resources.

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# Plenary and Invited Speakers

## PLENARY SPEAKERS

SATURDAY, OCTOBER 13, 2001

11: 40 – 12:30

PLENARY ADDRESS

**Coping with information overload: strategies for providing learners with the vocabulary they need**

*Michael Rundell*  
Dictionary Editor and Honorary  
Fellow, Information Technology  
Research Institute, University of  
Brighton, U.K.

While the physical extent of dictionaries (printed dictionaries, at least) remains more or less constant, the lexical data available to dictionary-makers has grown enormously. This imposes strains on the dictionary as an artefact, and difficult choices have to be made. In this paper, I will argue that smart software, coupled with a clear

perception of the differing receptive and productive needs of learners, can provide a sound basis for the next generation of learners' dictionaries.

SUNDAY, OCTOBER 14, 2001

11:10 TO 12:00

PLENARY ADDRESS

**'Cat's Feat': from practice to principle in task design and task-based learning**

*Jane Willis,*  
Aston University, Birmingham (UK)

A task-based approach to language teaching offers learners a wide range of learning opportunities and in this talk I shall be illustrating and exploring some of the theories and principles that support task-based learning (TBL). I'll begin by showing how - starting with any topic or text - a series

of tasks can be generated, and sequenced according to the level of difficulty (both linguistic and cognitive) that your students can handle. I will then look at how such tasks can be used - in or out of class - to stimulate language learning opportunities of different kinds at different stages in a task-based cycle. I will also show how a focus on language form can be achieved within the context of the task and how a focus on accuracy can be combined with a focus on fluency. The topic used to illustrate this talk will be 'cats' and the newspaper text is headed *Cat's Feat*, but you are invited to bring with you your own ideas for a topic or a text that you could use with your students and that you can reflect on during this talk. Meanwhile, get thinking about what kind of feat this particular cat might have achieved....

*continued on page 19*

## Biographies of Plenary and Invited Speakers

**Professor Uschi Felix** is Associate Dean (IT) in the Faculty of Arts at Monash University in Melbourne. Until recently she was the Director of the Language Centre. She has a research background in applied linguistics, has been a lecturer in ESL, French and German, and during the last decade has focussed on the systematic integration into the curriculum of tested CALL resources from stand-alone software to WWW sites. She has contributed to the development of multi-media software and Websites in several languages and published many articles in international journals on the use of technology in language teaching. Her book *Virtual Language Learning: Finding the Gems among the pebbles* has become a bestseller for Language Australia. Her latest book *Beyond Babel: Language Learning Online* will be available in July 2001.

**Steven Gershon** is an Associate Professor at Obirin University in Tokyo where he teaches undergraduate classes in oral communication and academic writing, as well as graduate level courses in materials

design and EFL methodology. He is the co-author of the new course book series English Upgrade (Macmillan ELT) and the listening series SOUND BYTES (Longman).

**David Nunan** is Professor of Applied Linguistics and Director of the English Centre at the University of Hong Kong. Prior to this, he was Director of Research and Development, NCELTR, and Coordinator of Postgraduate Programs in Linguistics at Macquarie University, Sydney, Australia. Professor Nunan has published over 100 books and articles in the areas of curriculum and materials development, classroom-based research, and discourse analysis.

In addition, David Nunan is Faculty Dean at Newport Asia Pacific University where he runs an Internet-based Master of Science degree in TESOL. In 1999 - 2000, he served as President of TESOL International.

**Michael Rundell** has been a professional lexicographer since 1980, working on a

wide range of English dictionaries. Managing Editor at Longman Dictionaries (1984-94), responsible for recruitment and training of lexicographers, and for running major projects. He is currently involved in the development of a new MSc programme in computational lexicography at the Information Technology Research Institute (ITRI) at the University of Brighton, and is teaching on a short course at the same institution in July 2001. He is the author of *The Dictionary of Cricket* (OUP 1995) and numerous papers on pedagogical lexicography.

**Dave Willis** has worked as a teacher and teacher trainer in West Africa, Cyprus, Iran, Singapore and the UK. His last post was Senior Lecturer at Birmingham University, working particularly on MA TEFL/ TESOL distance programmes. His main areas of interest are ELT syllabus design and methodology, and language description for language teaching, on which he has published numerous articles and

*continued on page 20*

continued from page 18

## INVITED SPEAKERS

3 CONCURRENT SESSIONS  
SATURDAY, OCTOBER 13, 2001,  
13:10 – 14:00

**Ask not what the Web can do for us  
— ask what we can do with the Web!**

*Uschi Felix,  
Monash University, Melbourne*

Debates on e-learning often begin by comparing apples with oranges. The 'theatre of the classroom' and the rich social tapestry of the campus are contrasted with a barren, solitary, inhuman online experience consisting of no more than downloading texts and submitting assignments. While the comparison ensures amusing entertainment, it does no more than claim that a piece of technology cannot replicate or even simulate what a brilliant teacher can do in a classroom. Of course it cannot. What is more, without the intervention of a creative teacher, the Web can at best function as a convenient materials resource and communication vehicle. The trouble is that it is easy to reverse the argument using an equally unhelpful comparison and assert that the latest best practice approaches to Web-based learning are vastly more exciting than exposing students to a boring talking-head lecture.

The central question in this paper is whether Web technology has the potential to add value to face-to-face teaching that cannot be fully realized in a traditional classroom. While arguments will be presented for and against e-learning, the conclusion is that the latest human-machine

interfaces can provide an environment for interactive learning that will foster the acquisition of communicative skills. The paper argues that one of the great strengths of the Web is the potential to engage students in real experiential learning in the form of meaningful, goal-oriented activities in authentic settings.

Evidence will be drawn from three sources — the current literature; the latest best-practice applications, such as Webquests, Voice Chat, MOOs and innovative co-operative ventures; and the findings of two large research studies by the author on students' perception of Web-based language learning in school and tertiary settings. One interesting finding in the studies was the strong preference for *kinesthetic* and *tactile* major learning styles and for *visual* and *auditory* minor styles which seems conducive to working with multimedia, with the *kinesthetic* preference being particularly favorable for working with the Web. More generally, contrary to some of the criticisms made of the environment, the ability to be engaged with authentic materials was perceived as a distinct advantage, while some students even applauded the absence of a physical teacher!

### What Is Task-Based Language Teaching?

*David Nunan,  
Director and Chair Professor of  
Applied Linguistics, The English  
Centre, University of Hong Kong*

Task-based language teaching has had a significant effect on language teaching practice for over ten years now. In this

presentation I will look at the current 'state-of-the-art' of task-based language teaching. Questions that I will explore in the presentation include: What are tasks? What is the role of a focus on form in language learning tasks? Where do tasks come from? What is the relationship between communicative tasks in the world outside the classroom and pedagogical tasks? What is the relationship between tasks and language focused exercises?

### Language Corpora and Language Teaching

*Dave Willis*

I will look at a number of basic questions to do with language corpora:

What is a language corpus?  
What kind of corpora are available?  
What are they for?  
How are corpus findings made available to teachers?  
How can they help teachers?

People often think of corpora as being associated particularly with the study of lexis. Presenters at international TESOL conferences often report detailed studies of specific words and phrases, and show how corpus evidence has enhanced and changed our understanding of how such words and phrases are used. In this talk I will go much further. I will argue that corpus studies have fundamentally changed language description, challenging the distinction between grammar and lexis, and obliging us to revise our views of language description, language acquisition, syllabus design and methodology.

continued on page 20

## **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> or Dr. Peter Nelson for employment activities at <peterprofessor@hotmail.com>.

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### INVITED SPEAKERS

3 CONCURRENT SESSIONS  
SUNDAY, OCTOBER 14, 2001,  
12:50 TO 13:40 PM

#### Keeping up with the Web: managing the task

Uschi Felix,  
Monash University, Melbourne

Resources produced on the World Wide Web are growing at breakneck speed and at a volume that is beginning to overwhelm even the keenest of surfers. While the body of materials available for language learning is relatively small by comparison with other subjects, two concerns are generic: (1) the wheel is being reinvented in all shapes and forms and (2) it is becoming harder to find the real gems amongst the pebbles.

This session presents the findings of a four-year survey of approaches to language teaching and learning via the Web (Felix 1998, 2001). Its purpose was to find exemplars of best practice in whole stand-alone courses, integrated mixed-model courses (Web/CD-ROM/face-to-face) and interactive exercises for the development of all 4 skills. Some of these will be demonstrated.

The findings suggest that in some languages resources are so plentiful that it might be more economical to integrate the

best materials into existing courses and seek global co-operation in the production of new high quality materials.

#### Culture Activities in the Classroom: Windows and Mirrors

Steven Gershon,  
Obirin University, Tokyo

Culture has been described as 'a learned code of behavior', 'a deposit of knowledge and experiences', 'the sum total of a way of life' and a partially submerged 'iceberg' composed of customs, art, values, beliefs and communication styles. However defined, when incorporated into classroom activities, all of these cultural elements can provide an engaging impetus for practicing language skills. Moreover, they can provide an enlightening window into another culture as well as a mirror into the students' own cultural environment. In this workshop we will examine a selection of practical, usable classroom activities that focus on culture while at the same time offer solid, motivating language practice for elementary to intermediate level learners. The focus will be on the activities themselves and their relationship to each other: how they progress from more obvious to more subtle aspects of culture and how the activities work in the classroom as a series of lessons. The participants will be encouraged to try out the activities from a student's perspective, as well as to analyze them from the teacher's perspective in terms of the con-

ceptual load, the intended language goal, and the built-in task structure.

#### The Logic of the English Verb

Dave Willis

Traditionally verb tenses are treated one at a time. Learners usually begin with the present continuous tense, then go on to the present simple. These are followed by the past simple. present perfect and so on. The problem with this approach is that it ignores the fact that the verb system is highly systematic and logical. Most coursebooks, for example, look in detail at 'the interrupted past': I was working when the telephone rang. But they do not link this to 'the interrupted future': The children will be doing their homework when I get home, or the interrupted present The children are usually doing their homework when I get home. All continuous tenses carry the same meanings. The same is true of all perfect tenses.

If we are to give students the maximum help with verbs we need to devise a teaching strategy which will enable them to discover these important generalisations for themselves. In this workshop we will identify important generalisations about the verb phrase and identify useful teaching strategies and consciousness-raising techniques by analysing a number of written texts.

## Biographies of Plenary and Invited Speakers (continued)

continued from page 18

books, including *The Lexical Syllabus* (Collins COBUILD 1990) and, edited jointly with his wife, Jane, *Challenge and Change in Language Teaching* (Heinemann 1996). He has also written, with Ramesh Krishnamurthy, *The COBUILD Student's Grammar* (Collins COBUILD 1991) and with Jonathan Wright *The COBUILD Basic Grammar* (Collins COBUILD 1995). His work with the COBUILD project over twenty years has given him rich experience in the use of language corpora for language teaching. He is now retired from full time teaching and lecturing but still works as an ELT writer and consultant.

**Jane Willis** has worked as an English teacher and trainer in many different countries, including Ghana, Cyprus, Iran and Singapore. She has run courses for teachers in East and West Europe, South America, the Middle East and South East Asia, including South Korea. For the last ten years she has been teaching at Aston University, UK, on their MSc in TESOL and TESP (distance learning) programmes, specialising in Syllabus Design, and with a research interest in lexical chunks. Her publications include *Teaching English through English* and *A Framework for Task-based Learning* (Longman); *Challenge and Change in Language Teaching*

(Heinemann) jointly edited with her husband, Dave, and more recently, jointly with Mary Slattery, *English for Primary Teachers* (OUP). Her interests include walking, cycling, sailing and playing with her three young grandchildren.

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

**Map in paper version.**

This issue has been altered for publication online  
in order to reduce file size.

## **Directions to and around Sungkyunkwan University**

1. Pronunciation of Sungkyunkwan: (Sung is past of Sing, Kyun sounds like Gyoon, Kwan sounds like "aah")
2. Don't confuse campuses, we are in the "downtown" campus in Hyehwa, Subway Line 4, station # 420, near Dongdaemun. NOT at Line 1's station # P152 (which is the campus in Suwon)
3. The conference is in the new business school building.
4. Shuttle bus service is available from Hyehwa subway station, gate 1.
5. If walking from subway, it's a 15 - 20 minute walk, last half uphill.
6. The shuttle costs 300 won on Saturday (free on Sunday) and driver doesn't give change.
7. The shuttle comes every ten minutes.
8. The shuttle stops several times on campus, stay on to the top-of-the-hill stop, as opposed to getting off near the grassy area in front of the business building — do you want to walk up, or down?

**Map in paper version.**

**This issue has been altered for publication online  
in order to reduce file size.**

**Find a Seoul Subway Map on page 35 of this issue**

## Double Trouble

“Poo poo”. “Ding dong”. “Rinky dinky”. “Fancy schmancy”. “Criss-cross”. “Ship-shape”. “Abracadabra”. Nonsense? No. These hodgepodge words are reduplicatives, wherein (part of) a syllable or word is replicated. Reduplication is a near-universal phenomenon, whose narrow semantic space is shared cross-linguistically. Here, we’ll outline several subsets in English, also citing some examples in other languages.

Primary is baby talk, featuring basic reduplication and basic needs: thus, “ka ka”, “pee pee”, “wee wee”, “yum yum”, “mama” and “papa”. Babies babble so not just because they seemingly enjoy rhythm and rhyme but also because their caretakers encourage it, equating repetition with simplification (not unlike teacher talk!). Closely connected are onomatopoeic (imitative) reduplicatives like “boo hoo”, “ha ha”, “tee hee”, and animal sounds “quack quack”, “baa baa”, “caw caw”, as well as the “doggy woggy’s” “bow wow” or “mong mong” (Korean).

“Doggy woggy” tips off the “small” subset. Some suggest that since babies are

small, baby talk itself reinforces the same notion of tininess. After all, who says “doggy woggy” but a child or caretaker? Other diminutive doublings include “eeny meeny”, “itsy bitsy”, and “teeny weeny”, and the endearing hypocoristic “honey bunny”... evidence lovey-dovey adults use baby talk too!

A third class features both rhyming and intervocalic reduplicatives, the latter changing internal vowels in the second element. This productive subset signifies alternative movement, non-uniformity, and derogation. Pejorative senses may have developed from a view that small things are easily dismissible. Moreover, “capricious” vowel changes, once connected with negativity, may contribute to ongoing semantic extension and lexical clustering. Exemplary are “zig zag”, “teeter totter”, “shilly shally” (cf. Latin “nolens volens”), insults “nitwit”, “dumdum”, “ding-a-ling”, and many, many more.

“More” marks the final reduplicative category, positive in sense and intensifying, augmentative, or completive in function. Complimentary English illustrations are

“tiptop”, super duper”, and “goody goody” (cf. French “bonbon”, candy). Korean colloquial intensifiers are “same same”, “jukjukbangbang” (attractive) and “bali bali” (quickly quickly). Fur-

### Word Whys

by Terri-Jo Everest

ther afield are reduplicatives serving grammatical functions which, while non-extant in English, merit mention as still linked with the same subset. Doubling marks plurals and a tense change in some languages: Malay “anak” – child, “anakanak” – children”, Latin “tango” – I touch, “tetigi” – I touched, and Tagalog “sulat” – write, “susulat” – will write.

Right. Remaining are realmless reduplicative riffraff, notably “pooper scooper”, “tic tac toe”, and “hip hip hoorah” ... Oh oh. Triples equal trouble trebled. Well, tick tock: time’s up.

Ta ta. Bye-bye. E-me:  
<teverest@hotmail.com>.

## Learning Korean On-Line

On occasion I feel guilty standing before my class suggesting better ways to learn languages when most of them have better English ability than I do Korean. In an attempt to ease my guilt I’ve spent the last few nights examining websites dedicated to teaching the Korean language.

The first site that my search engine suggested was *An Introduction to Korean* by J. David Eisenberg. Eisenberg’s page is, just as it claims to be, an introduction. For many foreign teachers living and working in Korea it will be too simple. Find it at: <http://catcode.com/kintro/index.htm>

Not much better was Martin’s page at the Travel Languages site. Visit <http://www.travlang.com/languages/index.html> and click on the Korean flag below. It’s basically a clickable on-line phrase book.

Searching for a site with a wider range of levels I came across the *Virtual Centre for the Learning and Teaching of Korean*.

Two of the writers of the material available on this site are InJung Cho and Young-A Cho, co-authors of the wonderful *Korean through Active Listening* books. The approach they have taken to designing material for this site resembles the approach used in that series but with the added benefit of being able to ask the computer to check your work with the click of a button. Students are asked to do a number of simple tasks in response to input. The tasks are often putting pictures or words in sequence or choosing if a statement is true or false.

An advanced level course is available. Find their site at: <http://www.arts.monash.edu.au/korean/centre/course/index.html>

### Web Wheres

by Trevor Gulliver

The widest range of levels and some excellent material can be found at <http://korean.sogang.ac.kr/>. You have to register to try this site offered by Sogang University but the registration is free and access to the pages is granted instantly. This graphics heavy site was most impressive (although slow to load). It had the widest range of levels from beginner to high-intermediate. It includes listening, reading, and grammar components, and even has lessons on Chinese characters and idiomatic expressions in the more advanced units. The graphics, which slowed access to a snail’s pace at home, were dazzling and impressive from the game-bang.

HELP!! Send me your links:  
<trevorgulliver@netscape.net>

**Announcement in paper version.**

This issue has been altered for publication online in order to reduce file size.



## Interview with

**Galina Lovtsevich in the Russian Far East**

In this Pan Asia column we have the opportunity to hear from Dr. Galina Lovtsevich, the president of FEELTA, the Far Eastern English Teachers' Association based in Vladivostok, Russia. She seeks to explore the state of foreign language teaching practice in the Pacific Rim community and to cooperate with her nearest neighbors now that her country has opened up to the world.

In previous decades, the educational system in Russia was centralized in Moscow and teaching practice and curriculum was uniform all over the vast republic. Immense distance and current economic difficulties make it impossible for teachers based in the Russian Far East to attend professional conferences in Moscow or St. Petersburg, so they are much more open to organizing or attending international conferences attended by teachers from their own area as well as from Korea, China and Japan. Teachers of English working in the Russian Far East realize that their teaching concerns in an Asian context are very different from those held by teachers working in the European part of Russia. Most commerce and trade in the Far East is transacted with Korean, Chinese and Japanese business people, therefore students ask their teachers to expose them to East Asian accents and varieties of English. Teachers also emphasize Asian multiculturalism in their classrooms.

FEELTA membership has grown to 250 teachers over the past six years since it was established by a group of university EFL teachers. The association is now divided into 6 regional chapters that cover much of the Russian Far East. The chapters regularly hold meetings in the cities of Blagoveshensk, Khabarovsk, Birobidzhan, Yuzhno-Sakhalinsk, Petropavlovsk-Kamchatskiy, and Vladivostok. Their biannual conferences attract about 500 attendees.

**Pan Asia: Why are teachers in the Russian Far East interested in how English is taught in Korea?**

Galina: The answer is two-fold. First, in the Russian Far East those who study English mostly communicate in English with Koreans, Chinese and Japanese busi-

ness people. Second, to know how English is taught in Korea is to enlarge our own experience on how to teach English successfully. FEELTA members are anxious to know more about how English classrooms in Korea operate and to collaborate with EFL colleagues in Korea.

**Pan Asia: The theme of our upcoming conference in Seoul is "The Learning Environment: The Classroom and Beyond." What are classrooms like in Russia, and do you think FEELTA members would be interested in this topic?**

Galina: The typical number of students in the English classroom is 10 to 15. Most textbooks are locally published for Russian students of English. The majority of the teachers are non-native speakers of English. The average age of teachers who are FEELTA members is 45. Most members are teachers at secondary schools or higher education institutions. Their major research interests include ESP, teacher development, teaching English to young learners, culture, materials writing, and course development. More and more FEELTA teachers are becoming aware of the necessity to both know the peculiarities of Asian English and the ways it is taught in neighboring Asian countries. FEELTA international conferences are held twice a year to give teachers a chance to meet with overseas colleagues, to share ideas, and to network.

**Pan Asia: How can members of KoreaTESOL learn more about the teaching of English in Russia and contact language teachers who live in the Russian Far East?**

Galina: We have created FEELTA's website at <http://www.dvgu.ru/rus/partner/education/feelta/> and included a link to KoreaTESOL's website. KoreaTESOL members who are interested in comparing the teaching of English in Korea with how it is taught in the Russian Far East are warmly invited to contact the six following teachers by email:

Zoya Proshina [proshinm@mail.ru](mailto:proshinm@mail.ru)

Marina Rassokha [confecen@ext.dvgu.ru](mailto:confecen@ext.dvgu.ru)

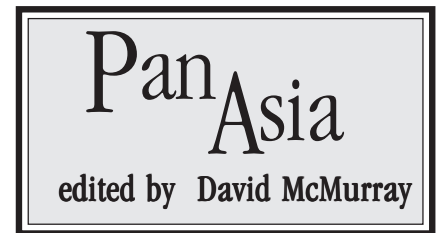
Nadezhda Bessonova [agracad@chat.ru](mailto:agracad@chat.ru)

Natalya Maximova [nmaximova@yahoo.com](mailto:nmaximova@yahoo.com)

Elana Zhdankina [rzhdankina@mail.primorye.ru](mailto:rzhdankina@mail.primorye.ru)

Galina Sharlaimoa [jshadow@mail.knastu.ru](mailto:jshadow@mail.knastu.ru)

These teachers are all very active members of FEELTA and they would really appreciate being contacted by like-minded individuals to share ideas and to possibly collaborate on research.



**Pan Asia: I understand you are hoping to host a future Pan-Asian Conference; following PAC3 which will be held in Kokura, Japan from November 22 - 25, 2001; and PAC4 which is scheduled to open in Taipei, Republic of China from November 8-10, 2002.**

Galina: Yes, FEELTA has decided to make a bid to host the 5th PAC conference. We will be making the bid at the PAC council meeting during PAC3 in Kokura in November. Our intention is to host the PAC5 conference in Vladivostok, Russia, at the Far Eastern National University in June of 2003. We look forward to presenting you (representatives and interested members of KoreaTESOL) with full details in November and hope you will look favourably on our bid.

**Pan Asia: What might language teachers based in Korea gain by attending a conference in Russia?**

Galina: First they will get an idea of how English is taught in Asia. Second, they will have a chance to collaborate with Russian colleagues. Third, similar to the other PAC conferences, PAC5 affords an opportunity to meet teachers from several other Asian countries. Unfortunately most schools do not have classes in summer so it might be difficult for teachers attending the June conference to visit a school.

**Pan Asia: Thank you and best of luck with your PAC5 bid and cooperation from KoreaTESOL members. The strength of our teaching associations in Asia lies with the grassroots members who support, attend and contribute to our conferences and publications.**

# What's Up in KOTESOL

edited by Michael Duffy

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## SEOUL

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by *Kang Myung-Jai*

Greetings! It has been a long sultry summer, hasn't it? Now it's time to reflect on our vacation and get back on track again. During the hot summer, Seoul Chapter monthly meetings were held at Sook Myung University (SMU) every month on the third Saturday from 3 to 5 p.m. (no vacation at all for the Chapter!). Since the second annual Seoul Gyunggi-do Conference in March, we've held four meetings consecutively with informative and fruitful presentations given by enthusiastic professionals.

At our last meeting, on July 21st, we had two dynamic presentations in room 321 in the main building at SMU. In spite of heavy rain, 17 keen KOTESOL members attended, and the audience were just as wonderful as the presenters. Peter Nelson talked about "Communicative language teaching", and Park Eun-Young gave a beautiful presentation on "Story telling". Attendees were highly entertained as they joined in small group activities. A very sociable and productive meeting indeed! On August 18th, Professor Mary Collins from Hankuk University of Foreign Studies gave a presentation on using video.

There is good news of one of our executive officers. Lee Kyung-Tae left in August to continue his MBA at Oklahoma University. He has contributed a lot to Seoul Chapter as treasurer, and he promises to continue working for KOTESOL after he gets back in February 2002. Let's keep our fingers crossed for his success! One more thing - in October, we are going to have an election for the presidency for our next session. If you know someone interested in volunteering for Seoul KOTESOL, please let the Chapter know. We'll keep the door wide open!

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## KYOUNGSAN-TAEGU

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by *Gloria J. Bouchor Luzader*

Wow! It is August already. Some of us are getting ready for the fall semester. And for some of us, there are new apartments, new schools, and new co-workers. Meanwhile those of us who have found our niche are hunkering down for another winter of stimulating classes with bright and inquisitive students. Where do you fit into this picture?

Come join the Kyoungsan-Taegu Chapter of KOTESOL and find your niche. Share your ideas for the coming semester and enjoy the social camaraderie of the most interesting group of teachers in South Korea.

Our first meeting of the new semester, on September 1<sup>st</sup>, will be with Julie Stockton as our presenter. Jerry Foley will offer his ideas and opinions on October 6th. Both of these are greatly experienced educators, and not to be missed. Then, it is off to the National Conference in October.

Speaking of which, please attend all the conferences you can. Not only do you learn many new things, but also they are a great way to network with other teachers on the peninsula. Some of the very best conferences have been the small ones. A notable example that comes to mind is one that I attended in Kyongju organised by Katie Macmillan. Not only did we have exciting presenters; we learned how to make kimchi and had a grand time wearing traditional Pajek clothes.

The Kyoungsan-Taegu chapter regularly meets on the first Saturday at Kyungbuk National University in Daegu (or is that Taegu? - ah, what the heck, the highway signs have both), with our book swap and social hour. We really like visitors and new members. Encourage your fellow teachers to come join us.

This is my farewell to KOTESOL, to South Korea, and to writing the chapter report. While Korea has been an interesting place to live and teach since 1997, my husband and I are off to Shanghai, China on September 1st. Gilbert is a licensed lawyer in the USA. He will be teaching law to graduate students at the East Chinese Univer-

sity of Politics and Law, while I will be teaching English conversation to undergraduate English Education majors. This is an upward professional move for us that was facilitated by attending a conference and networking with other professionals. Participate in the conferences - you just never know who you may meet!

Have a great year, and volunteer for the 2002 World Cup!

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## BUSAN

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by *Paul Mead*

Our July meeting was small, but those who attended it were able to participate in a lively discussion about accents. Jerry Foley led a workshop looking into the variety of accents in English today, and into how we may approach this aspect of the language in our teaching. Paul Mead also gave an informal talk about the usefulness of group work in class, and he also promoted a particular placement test that he uses to grade students. We gained four new members, three of whom are Korean teachers. We welcome you!

There was no August meeting, but in September's, which will be on the twenty-ninth, Steve Garrigues of Kyongbuk National University in Taegu will show how we can use song lyrics effectively in the teaching of both language and culture. He writes, "Popular songs can be seen to function as "windows" providing us with a unique view onto the culture and the times, but they also convey universal themes that can appeal across generations and across cultures".

We wish all readers a happy break, and we welcome you to our and your meetings in the second part of the year.

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## JEOLLA

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by *Adam Lee*

Jeolla KOTESOL's English Drama Festival will take place on October 27th. This

event, the seventh annual festival, will once again be held on the campus of Jeonju University. This year some changes have been made to better manage the various levels and needs among the participating teams. During the morning, only teams of university level students will perform. The afternoon will be reserved for high school and middle school teams, to make it more convenient for those who have to attend classes during the morning. This division should also help balance the competition and provide a more level playing field than in the past. Teachers with interested teams should contact us directly at cholla\_kotesol@yahoo.com or register on-line at [www.kotesol.org/cholla/dramafest](http://www.kotesol.org/cholla/dramafest). Team registrations are not official until they have been confirmed by a telephone call or e-mail from one of the chapter officers.

September's monthly meeting is on the fifteenth at Jeonnam Girl's High School in Gwangju. Mike Duffy from Dong-A University in Pusan and Kirsten Reitan from Kyung Hee University will be giving the presentations. Last month the chapter got things rolling again, after a long and painfully hot summer break, with a meeting at Jeonju University which included inspiring presentations from chapter president Brian Heldenbrand and KOTESOL 1<sup>st</sup> Vice President Robert Dickey.

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## KTT

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*by Douglas Margolis*

KTT is gearing up for the autumn conference schedule. First, on October 13 and 14, several of the KTT usual suspects will be presenting at the KOTESOL International Conference in Seoul. Then, in November, a number of us are shipping over to Japan to invade the PAC 3 conference in Kitakyushu. Both conferences promise to have exciting new presentations plus a host of social and cultural events to enhance participants' knowledge of the region. Please, if you have time, join us as we step forward down the trail of professional development!

For those who dropped in on KTT presentations at the KATE International Conference at Ewha University during the summer, thanks for your support. Kevin Smyth, Peter Nelson, David Kim, Jim Gongwer, and myself, represented KTT there. Further, the KTT presenters along with KOTESOL National Secretary, Kirsten Reitan, and KOTESOL National Treasurer, David Shaffer, formed a big KOTESOL presenter delegation that covered diverse topics in well-attended sessions. Hats off to the hard work and successful outcomes of these volunteers!

Despite our successes, however, we are still in need of new volunteers to take on a

variety of roles. For example, we need new presenters, new material developers, a new KTT web-master, a KTT secretary, and a KTT vice-coordinator. In the months ahead, in addition to meeting our presentation schedule, KTT needs to develop its structure, improve its web-site, and further advance current programs. That means, we need you!

How about it? Please, give me a call (031-720-2245) or send me an email [dpm123@teacher.com](mailto:dpm123@teacher.com) to discuss what you can do for KTT. We've got something for everyone!

***Can't find  
your chapter's  
report?***

*Visit [www.kotesol.org](http://www.kotesol.org)  
to find the websites for  
several Kotesol chapters  
or turn to pages 30 and  
31 to find contact  
information for your  
local chapter's officers.*

**Announcement in paper version.**

This issue has been altered for publication online  
in order to reduce file size.

**Announcement in paper version.**

This issue has been altered for publication online in order to reduce file size.

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## CONFERENCES

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**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 6-8 '01** "English: A Prerequisite For Global Communication" The 49th TEFLIN International Conference 2001, Bali, Indonesia. Contact: English Department, Udayana University (Tel/Fax) +62-361- 224121 (Email) <sastra@denpasar.wasantara.net.id>

**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/~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/kjalt>

**Dec 13-15 '01** "Reflecting on Language in Education" International Language in Education Conference 2001, Hong Kong. Contact: ILEC 2001 Secretariat (Tel) +852-2948-8043/8044 (Fax) +852-2948-8042 (Email) <ilec@cle.ied.edu.hk> (Web) <http://www.ied.edu.hk/ilec2001>

**Jan 17-19 '02** "Inspiring Change in ELT" The 22nd Annual Thailand TESOL International Conference, Chiang Mai, Thailand. Contact: Busaraporn Munkham (Tel) +66-38-754450 ext 2800 (Fax) +66-38-754447 (Email) <jaeng70@asianust.ac.th>

**Jan 20-22 '02** "Learners from Diverse Cultures" Australian Council of TESOL Associations (ACTA) 2002 National Conference, Glenelg, Australia. Contact: (Tel) +61-8-8296-9610 (Fax) +61-8-8296-8188 (Email) <adevents@tpg.com.au> (Web) <http://www.tesol.org.au>

**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 9-10 '02** "Broadening Horizons in ELT" TESOL Greece's 23rd Annual Convention, Athens, Greece. Contact: (Email) <misty@hol.gr> (Tel/Fax) +30-1-7488411 (9am-2pm local time) (Web) <http://www.tesolgreece.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>

**Nov 8-10 '02** "ELT in Asian Contexts: Four PCs in the 21st Century" The Fourth Pan-Asian Conference and Eleventh International Symposium and Book Fair on English Teaching, Taipei, Taiwan. Contact: Johanna E. Katchen (Fax) 886-3-5718977 (Email) <katchen@mx.nthu.edu.tw>

# 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>.*

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## CALL FOR PAPERS

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**Sep 28 '01** Manuscripts are currently being sought for an upcoming book entitled *Voices from Asia: Case Studies in Action Research*, part of the SEMEO 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 20-11 '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** "Evaluation in ELT" NELTA Ninth International Conference, Kathmandu, Nepal. Contact: Ganga Ram Gautam (Email) <qep@wlink.com.np>, <grgautam@hotmail.com>

**Mar 15 '02** "ELT in Asian Contexts: Four PCs in the 21st Century" The Fourth Pan-Asian Conference and Eleventh International Symposium and Book Fair on English Teaching, Taipei, Taiwan. Contact: Johanna E. Katchen, Department of Foreign Languages, National Tsing Hua University, Hsinchu 30043, Taiwan; (Fax) +886-3-5718977 (Email) <katchen@mx.nthu.edu.tw>

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## SUBMISSIONS

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

*All information on upcoming conferences or other teacher-related events, should be sent at least three months in advance to: Louie L. Dragut, Hannam University, 133 Ojung-dong, Taejon 300-791 (Email) <lldragut@mail.hannam.ac.kr>, (Tel) +82-(0)42-629-7387.*

# Who's Where in KOTESOL

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## CHEJU

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**contact:** kotesol@chollian.net

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## KOTESOL DEPARTMENTS

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### Research SIG

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<kotesolresearchsig@yahoo.com>

### Teacher Development & Education SIG

**jen lalonde, Interim Facilitator** (see info under national officers)

### Oral Testing SIG

**David Dugas, Facilitator** (Email) <dwdugas@yahoo.com>

### KTT (KOTESOL Teacher Training)

**Douglas Margolis, KTT Chair** (see information under national officers)

### TechComm

**John Phillips, Chairperson, System Administrator** (see info under national officers)

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**Dan Grabon, Webmaster** (see info under national officers)

### Conference 2001 Committee

**Dr. Hyun Tae-duck, Chair** (see info under national officers)

**Craig Bartlett, Co-Chair & Program Chair** (see info under national officers)

**Jerry Foley, Program Co-chair** (see info under Taegu officers)

**Oh Misuk, Pre-Registration Chair** Andong Institute of Tech-  
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**Kim Kyungyong, Publicity Chair** Taegu Health College (Email)  
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# Korea TESOL

## Membership Application / Change of Address

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

New membership     Membership renewal     Change of address / information

**Type of membership:**

Individual (40,000 won/year)     Lifetime (400,000 won)  
 International (US\$50.00/year)     Undergraduate Student (20,000 won/year, attach ID)

Payment by  Cash     Check     On-line transfer Please make on-line payments to **대한영어교육학회 / KOTESOL at Kwangju Bank, (광주은행) account number 004-107-002321.** If you transferred funds online, please indicate:

Bank Name: \_\_\_\_\_ City: \_\_\_\_\_ Date of Transfer: \_\_\_\_\_

**Family name:** \_\_\_\_\_ **Given name:** \_\_\_\_\_ **Title:** \_\_\_\_\_

**Chapter:** \_\_\_\_\_ (Seoul, Kyonggi-Suwon, Chongju, Daejeon, Taegu, Busan, Jeolla, Cheju, International)

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

**E-mail address(es):** \_\_\_\_\_

**Work** Phone: (\_\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_\_) \_\_\_\_\_ Beeper: (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
School/Company Name

\_\_\_\_\_  
Address Line 1 (Bld. # / Dong)

\_\_\_\_\_  
Address Line 2 (Gu / Ri / Myeon / Eup / Gun)

\_\_\_\_\_  
City / Province / POSTAL CODE / Country

**Home** Phone: (\_\_\_\_\_) \_\_\_\_\_ Fax: (\_\_\_\_\_) \_\_\_\_\_ Cellphone: (\_\_\_\_\_) \_\_\_\_\_

\_\_\_\_\_  
House, Apt # / Dong

\_\_\_\_\_  
Gu / Ri / Myeon / Eup / Gun

\_\_\_\_\_  
City / Province / POSTAL CODE / Country

To which address would you prefer KOTESOL mailings be sent?  Home  Work

Please check those areas of ELT that interest you:

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

Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Send this form to: (Fax) 054-746-1097 or (E-mail) <KOTESOL@chollian.net>  
Anyone can join KOTESOL by attending a local chapter meeting.



**Conference Poster in paper version.**

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## Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

**Bylaws** (Adopted April 1993 Amended March 1998)

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

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

any KOTESOL action requiring a vote.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The approved minutes of recent KOTESOL Council meetings may be found on the website.

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## Resume Building...

Isn't that what half of life is about? KOTESOL recognizes that most teachers of English are not as far up the career path as we hope to be, and KOTESOL has opportunities for you to "beef up" that resume.

Publications and presentations are the first issues for many academicians. Both areas are available to you:

Papers are welcomed in KOTESOL's two periodic publications: *Korea TESOL Journal* and *The English Connection (TEC)*. *KOTESOL Proceedings* are available as well, to those who present in the annual International Conference.

Presentation opportunities are too numerous to count. There are Calls for Papers for local and International conferences, as well as in KTT (KOTESOL Teacher Training) programs. Every Chapter meeting hosts one or two presentations at each monthly meeting. And other presentation opportunities are presented in the Calendar section of *The English Connection* and in announcements on the email discussion list KOTESOL-L and via direct emailings to members.

Group work more your style? How about working for conference development, or in on-going chapter activities? Look for contact info for any KOTESOL activity in the "Who's Where" section near the back of each issue of *The English Connection*.

Other opportunities are available in Special Interest Groups (SIGs). SIGs are organized around specific areas of interest in ELT. You can discuss research areas, professional development, and other professional topics with fellow KOTESOL members who share similar orientations, or work towards producing special SIG projects. Contact our National 2nd Vice President for more information on SIGs.

Editors and Layout assistants are always welcomed for the various KOTESOL publications. Though hidden from the public eye, future employers are always looking for people who can help in organizational publications.

Have an idea for something you want to do, that KOTESOL isn't already doing? Contact any of the executives listed in "Who's Where" and share your ideas!

KOTESOL is a professional society -- we depend on your professionalism, and we foster professionalism in others. By getting involved, you improve the teaching profession for all of us, and brighten your own professional future as well. We look forward to hearing from you!

### Volunteer:

From Publishing to Teacher Development, KOTESOL is where it's happening. Contact the officers and chapter reps listed in the "Who's Where" section for more information.

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