



**KOTESOL**

대한영어교육학회

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# The ENGLISH CONNECTION 2002

Volume 6

Number 2

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

Presentation-Practice-Production (PPP). The oft-maligned but oft-used teaching approach. Task-Based Learning (TBL). One of the more recent concepts to infiltrate the English as a Foreign Language (EFL) field. In Korean

## Setting the Record Straight: Presentation-Practice-Production (PPP) and Task-Based Learning (TBL)

### Part 1 of 2

by David P. Ellis

first part of a two-part series, I will dispel some common misunderstandings about both PPP and TBL and then attempt to correctly define each according to the literature. The results of these respective definitions may surprise you.

EFL circles these days, it seems one cannot engage in a discussion without these two concepts surfacing. Throughout Korea, PPP bashing seems prevalent, with many teachers wishing to abandon this allegedly "teacher-centered" approach for the "learner-centered" TBL approach. However, extensive research on the two subjects shows this trend may be misguided, at least in part. Since the foundation for my own understanding about PPP and TBL has its genesis in KOTESOL conference and meeting presentations, I suspect others share my misunderstandings. Therefore, in this

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# MARCH 2002

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## Also in this issue ....

The English Connection March 2002 Volume 6 / Issue 2

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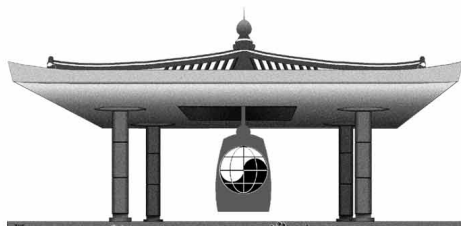
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Please see the Registration Form in this issue of The English Connection.

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Drama Festivals,  
Scholarships,  
Calls for Papers,  
and more.

The Editor-in-Chief has the privilege of thanking D. Shaffer, P. Mead, D. Margolis, K. Parent, and K. Reitan for setting this record straight.



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



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# The Korea TESOL Journal

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1. classroom-centered research
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3. teacher training
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To facilitate the blind review process, do not use running heads. Submit via email attachment or on diskette in MSWord or RTF file. Figures and tables should each be in separate files, bitmap files (.bmp) are preferred. Hardcopy versions may be requested at a later time.

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***Submissions received before September 1<sup>st</sup> will be considered for publication in Korea TESOL Journal Volume 5 (Fall/Winter 2002).***

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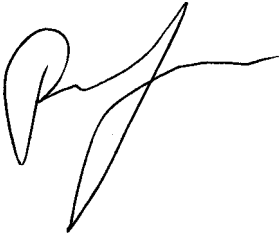
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## Buds and Blossoms

Each spring brings the joys of anticipation of things that could be. It is too soon to be certain whether plants, animals, people, or indeed, our students and professional organizations, will develop fully in the coming months, but at least we have the emergence of small buds, and perhaps a few early blossoms, to guide our vision.



### President's Message

by  
Robert J.  
Dickey

As teachers, we should assess our students early, and often. Not only does this indicate areas for concentration of study, but it also helps us recognize progress, with just rewards accordingly for both teacher and students. As the gardener examines the soil before tilling, and regularly during the growth season, we too should be sure that we treat "the learning fields" with the proper nutrients.

For those of us just starting a new school year, it is not too late to re-assess our classes, and make changes. The growth opportunities are there. And for those in other teaching calendars — it's never too late.

An early assessment of KOTESOL shows signs of some promising growth. As with each winter, things were fairly quiet, but some important issues were covered. For the first time in recent KOTESOL history, an audit of fiscal records is being presented to members. Our organization has become "officially recognized" in a number of venues: the Korea Research Foundation has positively assessed our journal ("B" rating), and other English education societies in Korea have officially invited us to take part in their conferences. Membership is at a higher level than at any time since the currency crisis. The National Program

Committee has held discussions to develop new activities, and the Research Committee is announcing new scholarships.

The first buds of Spring are emerging, and they look promising. There is yet much work to do, and we seek more "budding professionals" to take part. There are many opportunities for those both inexperienced and longer-serving, as teachers, as researcher/scholars, as business professionals, as artists and as hobbyists, in the many facets of operating a professional teaching society. Each of us has many talents hidden within, just as the fields hold many dormant seeds. (I myself was in law and management before coming into teaching, KOTESOL gave me opportunities to employ skills that had been left idle.) It is the job of the current KOTESOL council to provide you with the opportunity, the resources, and the nutrients, to bloom in full flower, to display your talents now hidden within.

I hope to meet with you, and hear your thoughts, at the upcoming events this Spring. What possibilities do you foresee? Jeolla holds their regional conference April 13, Seoul-Gyeonggi holds their conference on May 18th and chapter meetings will be held regularly. We also anticipate the blossoming of our new SIGs for Young Learners, Global Issues, and CALL, as well as the sprouting of a new chapter in the east-Kangwon (Kangneung) region. And as ever, I welcome your input by phone/fax/email (see contact information in this issue).

Collegial regards,  
Rob

## Setting the Record Straight: Presentation- Practice-Production (PPP) and Task-Based Learning (TBL)

### Part 1 of 2

continued from page 1

## Common Misunderstandings

Below are the more pervasive misunderstandings I have encountered in Korean EFL circles:

**PPP is (or has been) the traditional, dominant methodology in the EFL world.** Despite the widespread use of this acronym in Korea, there is virtually no reference to PPP in the literature as a traditional and/or dominant methodology. For example, Richards (1984) discusses

linguistics and SLA databases (see Harmer, 1996).<sup>1</sup> These brief references aside, however, no other resource fully explains PPP's goals or strategies outside of Byrne's book. Instead, it seems the authors who discuss it these days have only one purpose for doing so: to contrast it with the currently favored task-based learning. As we will see, though, this contrast is largely unjustified.

**PPP and TBL are fundamentally contrasting in nature.** Though some British scholars who support task-based learning contrast it to PPP, this contrast is misguided, at least in part. The primary reason is because TBL is not exclusively an approach to teaching. On the contrary, TBL is also concerned with task selection and syllabus design. PPP, on the other hand, has nothing to do with syllabus design; it is only an approach. Therefore, if any reasonable comparison of PPP to TBL is going to occur, it can only be with task-based language teaching (TBLT) as an approach, not the larger concern of TBL, that being syllabus design.

With this knowledge, if we then try to compare TBLT to PPP, we find certain authors claim PPP is strictly "teacher-centered" while TBLT is "learner-centered". Again, this is incorrect. Unfairly, these same scholars misrepresent PPP by explaining it only sequentially and/or graphically as a "top-down" unidirectional process where the first stage is presentation, the second practice and the third, production. Therefore, readers get the impression PPP is strictly teacher-centered. Byrne (1986), however, clearly states that

Since your [the teacher's] main aim is to get the learners to communicate, *we can reverse*

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## Regardless of what is being taught, if some aspect of the target language is presented, practiced and produced, then some variation of PPP is being used.

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prominent methodologies of language teaching that emerged in the 20<sup>th</sup> century. Among others, he discusses structural-situational, notational-functional, lexical, Total Physical Response (TPR) and Communicative Language Teaching. Nowhere, however, does he mention PPP. In fact, the only reference to PPP as an approach is in the original edition of Donn Byrne's book *Teaching Oral English* (1976). In it, Byrne discusses three separate phases of a lesson – presentation, practice and production. Ironically, though, he never refers to his approach using the acronym PPP.

These days, the acronym PPP appears in select SLA literature from Britain (Foster, 1998; Lewis, 1996; Skehan, 1996; Skehan, 1998; D. Willis, 1996; J. Willis, 1996a, 1996b; Woodward, 1996). Additionally, it surfaced once in a search of several

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<sup>1</sup> Craig Chaudron (personal communication, 2001) assisted me in conducting this search of the databases.

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### Key terms

Although several disparities exist among second language acquisition (SLA) researchers' use of certain terms, in this paper the following terms will be described as below:

**PPP** – A general approach to language teaching, one in which material is presented, practiced and produced in some fashion, though not necessarily in that order. The PPP acronym, therefore, is *not* intended to represent a formal, long-standing methodology in the EFL field.

**TBL** – A concept divided into two distinct areas: (1) task-based syllabus design, which is concerned with task selection and sequencing; and (2) task-based language teaching (TBLT), which is concerned with how to teach tasks. I will use the acronym TBL to cover both areas when a distinction between the two is unnecessary.

**Forms** – In linguistics, 'forms' typically represent grammatical structures (e.g. verb tenses). However, in the interest of space, I will consolidate 'forms' to represent any of the various ways synthetic syllabuses divide a language into parts. Such parts include structures, lexical chunks, vocabulary lists, functions, notions, situations and even tasks.

*the sequence by first setting them as tasks which will require them to communicate as best they can with the language at their disposal*[emphasis added] and then using the outcome as a way of deciding what new language needs to be presented and perhaps further practised. (p. 3)

Moreover, Byrne (1986) repeatedly emphasizes teachers should not be the center of attention any longer than absolutely necessary. For example, he writes,

It was pointed out in 1.2.1 that one of your roles as a language teacher is to present new material...there are different ways of doing this...but, whatever approach you use...you must not spend too much time on this stage. (p. 22)

He goes on to say,

Our concern...is to provide the students with an environment within which they can communicate easily and freely, and with which they can work together independently with only the minimum amount of direction from [the teacher]. The solution lies in forming smaller units – groups. (p. 76)

The quotations above demonstrate PPP is not necessarily teacher-centered. In fact, Harmer (1996) even concedes “one cannot help but feeling...that sustained criticism of PPP may be somewhat exaggerated” (p. 8). To illustrate his point, consider PPP ‘upside-down’ as Byrne suggests above. The upside-down PPP approach looks strikingly similar to the way some TBLT advocates suggest we teach tasks! For example, Foster writes,

Willis (1996) has produced a detailed practical framework for the task-based classroom in which learners are *led through cycles of task-planning, performance, [and] repetition* [emphasis added]. (Foster, 1999, p. 69).

Using this definition, is it not possible to exchange the words “task-planning” with

“presentation,” “repetition” with “practice” and “performance” with “production?” Willis (1996b) tries to offset this conclusion by stating “a TBL framework is more flexible and offers students far richer learning opportunities than just ‘PPP upside down’” (p. 62). Despite her claim, however, it is clear PPP and TBLT are not as opposing as certain scholars would like us to believe. Thus, it might be better to consider TBLT a modified version of PPP rather than a revolutionary approach to second language teaching.

and also to integrate, or synthesize, the pieces when the time comes for them to use them for communicative purposes. (p. 28)

Because of such misrepresentation, many teachers believe PPP is an enduring methodology when instead it is the use of synthetic syllabuses that is enduring. Unfortunately, though, what appears to have happened is the acronym PPP has been substituted to explain the long-standing use of synthetic syllabuses in

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## Without the development of tasks linked to our understanding about how people acquire a second language, task implementation is ineffective, regardless of the approach used to implement them.

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### **PPP-based lessons only present forms.**

This is perhaps the greatest misunderstanding about PPP. For all intents and purposes, the acronym PPP is now a misnomer for what critics are really concerned about: the use of form-based syllabuses. You see, the PPP approach is not necessarily unfounded in SLA research; what is unfounded is the use of form-based syllabuses. Nonetheless, certain researchers continue to repeatedly misuse the acronym. For example, Skehan (1998) claims

[PPP] is now out of fashion...yet it is probably still the commonest teaching approach when judged on a world-wide basis. (p. 94)

Instead of using the PPP acronym, he would have been more accurate if he wrote that teaching from *form-based syllabuses* is what is now out of fashion. Form-based syllabuses are also referred to as “synthetic” because they attempt to synthesize individual language forms over the course of a syllabus. As Long & Crookes (1991) explain,

The synthetic syllabus relies on learners’ assumed ability to learn a language in parts (e.g., structures and functions) which are independent of one another,

second language teaching. This is clearly a mistake. The fact is, regardless of what is being taught, if some aspect of the target language is presented, practiced and produced, then some variation of PPP is being used.

### **Definitions**

With some clarity about both TBL and PPP, I will now define them according to the literature.

### **PPP**

Before formally defining PPP, it is important to note that while many EFL professionals have summarily disregarded it as an approach, we should recognize its goals and even some of its strategies are the same as those of TBLT. For example, Byrne (1986) espouses that

Our main concern as language teachers is not to *inform* our students *about the language* but to develop their ability to *use the language for a variety of communicative purposes*..At any level of attainment, from elementary to advanced, the students need to be given regular and frequent

*continued from page 8*



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opportunities to use language freely, even if they sometimes make mistakes as a result.  
(pp. 1-2)

With this understanding, perhaps we can better appreciate Byrne's ideas.

Byrne (1986) defines PPP by summarizing that,

At the presentation stage, your [the teacher's] main task is to...select the new material to be learned...you present this in such a way that the meaning of the new language is as clear and memorable as possible. The students listen and try to understand...At the practice stage it is the *students'* turn to do most of the talking, while *your* main task is to *devise and provide the maximum amount of practice*, which must at the same time be both *meaningful and memorable*...[In the production stage], in providing the students with activities for free expression and in discreetly watching over them as they carry them out...you take on the role of manager. (p.2)

In addition, Byrne (1986) notes that

The sequence described above...should not of course be interpreted too literally: these stages are not recipes for organizing all our lessons...we need not follow this sequence too rigidly, especially at the post-elementary level, where the students already have a foundation of language...we can move either from presentation to practice to production or from production to presentation to practice according to the level of the students, their needs and the type of teaching materials being used. (p. 3)

Finally, Byrne (1986) adds that

For many students the only reality is a final public examination with a probable

emphasis not on skills that are truly needed but on those that can be measured through a written examination...However...two goals can be summed up by saying we would like the learners to be able to use the language both with *accuracy* – which depends on mastery of the language system – and with *fluency* – which derives from experience of trying the language out for oneself. Our task...is to strike a balance between these two goals. (pp. 4-5)

For a more complete description of PPP, see Byrne (1986).

### TBLT

Unlike with PPP, there are numerous references to TBL in the literature. Interestingly, though, opinions about how to create a TBLT model widely vary. After careful consideration, I decided to cite Skehan (1998). Even though Jane Willis (1996) devotes an entire book to TBLT, Willis' framework has several drawbacks. First, it fails to effectively link TBL with broader theory regarding how people acquire a second language. Second, her approach has no explicit link to SLA research. Third, her approach does not clarify how specific aspects of performance can be focused on (Skehan, 1998). In addition, since Skehan's book was published in 1998, it is one of the most up-to-date sources available that comprehensively discusses TBL.

As mentioned, without the development of tasks linked to our understanding about how people acquire a second language, task implementation is ineffective, regardless of the approach used to implement them. Therefore, before discussing TBLT, it is important to first explain task-based syllabus design.

Over the past decade or so, two opposing types of task design have been proposed. On one end of the spectrum is structure-oriented task design. The argument against this approach, however, is that by trying to induce the use of such structures, language use becomes unnatural. On the opposite end of the spectrum is communication-driven task design. The problem with this approach, however, is a total lack of structure, thus inhibiting a means of assuring systematic

interlanguage development. Therefore, Skehan (1998) chooses a middle ground to design tasks by stating,

As a result of such problems with the two contrasting approaches to task-based instruction – artificiality on the one hand, and lack of clear structure and control on the other – an intermediate position is argued here, in which naturalness of tasks still has importance, but attempts are made, through task choice and methodology, to focus attention on form, as advocated by Long (1988), to increase the chances of interlanguage development.  
(p. 125)

To design tasks, Skehan (1998) uses

a set of five principles...1) Choose a range of target structures; 2) Choose tasks which meet the utility criterion; 3) Select and sequence tasks to achieve balanced goal development; 4) Maximize the chances of focus on form through attentional manipulation; and 5) Use cycles of accountability.  
(p. 129)

He explains that in choosing a range of target structures, syllabus designers must identify a range of structures to track rather than tracking interlanguage development in narrow specific terms. Second, tasks must achieve a balance between allowing authentic use of language while not completely surrendering structure. Third, tasks must balance fluency, accuracy and complexity, and have some basis in task-based research. If tasks lack any of these components, students run the risk of 'fossilizing' their language. In other words, they may develop ways to communicate effectively that do not promote interlanguage development. Fourth, there must be a focus on form throughout task completion. In the initial stages of task use, tasks must maximize students' chances to notice forms. During task completion, task demands cannot be so great that students focus

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# Filmmaking in the ELT Classroom

by Kevin Parent

The opportunities to use filmmaking in the English language classroom are many. Teachers who have used drama in the classroom will probably find the transition to filmmaking easy. Like drama, filmmaking exercises students' writing (when not using a prewritten script), pronunciation, memorization skills, body language and speaking. Of course, asking students to memorize dialogues is considered an old-fashioned, uninformed teaching method. However, provided that the dialogues are not the basis of the students' daily syllabus, and that the dialogues are genuine examples of English, memorization can be a very helpful way to reinforce grammatical structures and vocabulary.

## An extensive list of absolutely essential equipment

I have a video camera

Yup, that's pretty much all you need. If the camera can be interfaced with your computer for some digital editing, that's great, but it's hardly essential for a class project. Working without editing simply means that the scenes must be recorded in order, and scenes where an actor flubs his lines need to rewind and shot again. Titles and credits can be drawn on construction paper, or even a blackboard for that matter. Background music can be played on the spot by an unseen tape player. The camera (and if you don't have one, maybe one of your students will, or maybe your school has one you can use) is really all that's required.

## A Group Project

First of all, the instructor who might be intimidated by the thought of filmmaking or the technology required needn't be afraid. If you're teaching teenagers or young adults, the students are often more tech-savvy than we are and may compensate for our shortcomings. By all means, let them. This is a group project. Furthermore, the teacher is free to get involved, or not, in any capacity. She may wish to direct the film or let a student handle that task, allowing herself to focus on the aspects of teaching. In my classes,

I generally only handle the camera and editing. The students themselves divvy up the other responsibilities: art director, music and sound, screenwriter, director, etc. The little directing I do is only telling people to speak louder or stopping them from walking off camera accidentally.

You may be astounded by the creativity the project unleashes. I've seen students create backdrops of a very professional nature. They usually assemble impressive collections of music and sound effects. And together, they work very hard to get it right, happily working together outside of class. I don't know how many times I have left the classroom to go to my next class while all the students remained in the room working on the project, writing and rehearsing.

## Setting up the project

Explain the project to the students and either assign groups or let them pick their own. Five to seven people form a good-sized group, while four tends to be too small. The group will determine the story, and the story will determine the group. Larger groups compensate for the occasional student who might stop coming to class.

Next, they should work on the script, which you'll certainly have to edit. Have them do some role-playing to help get the ideas down. Whether you assign it or not, one person will probably emerge as the scriptwriter.

When the students have a working copy of the script, pronunciation becomes an important concern. Primary concern can be placed on rhythm and stress, rather than on individual sounds. Given the students aren't going to be professionally recorded, those 'R's and 'L's aren't going to be noticed anyway. Carolyn Graham's *Jazz Chants* is an excellent resource for teaching and practicing English rhythm.

That's it! You're all ready to start shooting.

## Thinking like a director

Filmmaking tends to be more interesting when it involves elements that could not be produced on the stage but this need not be a concern in the classroom. Nonetheless, camera angles are something to be considered. Recall Hitchcock's *Rear Window*, which contained several sequences of the wheelchair-bound James Stewart looking through his

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**For groups that are doing fiction, I like to write out several items (lipstick, a locked box, a glass, etc) and let the students choose two items from the list.**

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Let the group choose their genre from drama, comedy, adaptation, documentary, murder mystery, etc. Documentaries can be about anything: Korean food, a travel guide to their city, etc. Most groups will probably opt for an adaptation of a Korean folk tale or parody, if not both together. If you prefer to have some variety, you might want to have each group choose a different genre.

For groups that are doing fiction, I like to write out several items (lipstick, a locked box, a glass, etc) and let the students choose two items from the list, which then must figure prominently in the story. This makes creating "something from chaos" a bit easier. Have them write out a summary of the story for homework or during class time.

binoculars, followed by a shot of what he sees in the building across the way (the dancer dancing or the invalid woman's empty bed), followed by another shot of Stewart's reaction (chuckling or suspicion). No special effects are used, and yet the camera, in providing these three subjective shots, has provided something that cannot be clearly rendered on the stage.

That's a good way to go if you have a camera operator in the class. On the other hand, there's nothing wrong with setting the camera on its tripod or on a desk and just letting it run.

*continued on page 10*

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Many groups will try to assign one of the students to be a narrator. This shows they are not thinking in film terms as movies seldom require narration such as "Kyung-Soon opens the door and enters." If the students really feel that narration is necessary, suggest that one of the characters adds a voice-over, first-person narration.

### Audio

**Q:** How do you get guitarists to turn down their amps?

**A:** Put sheet music in front of them.

As amusing as that joke may be, the EFL teacher attempting to make a film will find an almost opposite problem: even a class

of her pronunciation or grammar (as she assumes) but because she's so soft-spoken. Since you will constantly be reminding the students to speak up during filming, if you're involved in the filming process, it's very useful to have taught this first. A lesson in speaking up is never wasted.

Dubbing is one possibility. Sometimes, Korean students assume that they'll be doing this. If you've ever watched a Korean movie and noticed how the speech you hear doesn't quite match with the mouth movement you see, somewhat like a Godzilla movie shown on North American TV, it's because Korean filmmakers often re-dub large parts of their films. In terms of class movies, a problem with dubbing is

own title card and gave me a minute-long MP3 to play while it was being displayed. Needless to say, no one wants to look at a static movie screen and listen to music for that long. I chopped it down to about 15 seconds, and, although I caution against the use of video effects, I added an animated effect to the title card.

### A Souvenir.

When the movies are ready, arrange for a VCR to be in your class and bring some popcorn. This is the best part of the class. Students enjoy seeing their movies and are always very curious about the other teams' movies.

Finally, one of the best perks of filmmaking is that students leave the class with something concrete: a copy of the film. They can watch it later and see a snapshot of where their English was at that time and continually learn from their mistakes. Students seldom have a chance to be recorded and learn from the playback. It also makes a nice souvenir for them to remember you and the class.

### The Author

Kevin Parent is president of the Daejeon Chapter of KOTESOL and is looking forward to the upcoming Daejeon KOTESOL Drama and Film Festival.

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## Finally, one of the best perks of filmmaking is that students leave the class with something concrete: a copy of the film. They can watch it later and see a snapshot of where their English was at that time and continually learn from their mistakes.

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full of boisterous students will drop considerably in volume once their eyes are off the script and they're reciting English lines from memory. Add to that the fact that the students probably have no experience with acting before a camera. Add to that the fact that a class full of boisterous Koreans in an English class is a scientific impossibility to begin with.

Microphones are an obvious solution. Students who are making a documentary would look perfectly natural holding one. Dramas present different problems though. One can usually be hidden under a jacket, held near the collar with some tape, but any movement will be picked up by it, and probably quite loudly. Furthermore, most non-professional cameras only have a jack for one external microphone, and you're unlikely to have many scenes with only one actor. Even Hamlet didn't have that many soliloquies.

One way around this problem is coaching the students to speak loudly. Frankly, I do this in all my classes whether we're making movies or not because half the time that I can't understand a student, it's not because

that it becomes increasingly harder to pull off the more the students have deviated from the script. It doesn't always look good, but then the goal isn't to make a professional product. It's for them to have fun with English.

### Editing

As mentioned before, editing is not essential and probably only possible with a computer equipped with a capture board. When possible, however, titles and credits can be displayed professionally.

Even if your editing software is your new toy, go easy. Flashy lettering or backgrounds are distracting, and every splice you make should be a simple cut (no fancy wipes, dissolves, reveals, etc. unless there's a good reason for them). If you've ever seen the *Home Improvement* TV show, you know distracting fancy wipes can be.

Students usually like to provide their own music and sound effects, but again, they often reveal their unfamiliarity with filmmaking—which is, of course, fine. One group whose film I was editing drew their

# Tips For Using CALL (Computer-Assisted Language Learning)

*Douglas Paul Margolis*

As the capabilities of computers increase, more teachers are discovering ways to use them to reach students and—hopefully—advance learning. For the purposes of this article, CALL is defined as *any* application of computers for the sake of language learning, including the use of basic computer tools such as MS Word, PowerPoint, and Excel; CD and DVD language learning programs; and web-sites and online activities, such as chat

provide lessons on culture or communicative practice on any topic imaginable. In my reading courses, for example, I usually give students a scanning activity that involves visiting several web sites to obtain posted information. Some sites provide interesting calculators and quizzes, such as a calorie counter at WebMD ([www.webmd.com](http://www.webmd.com)), which students can use to obtain real information relevant to their lives.

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## You can integrate CALL into your lessons without a computer in the classroom.

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rooms, bulletin boards, and even email. This article points to the variety of applications teachers might consider, discusses potential, and offers some web and text resources for further exploration.

Teachers can also assign projects that entail using online sources to create PowerPoint presentations, web sites, or newspapers. Students can use cut and

### CALL with No Computer

The first step to lesson planning, of course, is to analyze your student needs and determine your learning objectives. This article focuses on the next step, exploring possibilities for achieving those objectives. One point to realize, however, is that you can integrate CALL into your lessons without a computer in the classroom.

For example, assign computer tasks for homework. Take advantage of student motivation to use computers. The Internet provides a wealth of online drills and practice activities (see for example [www.professorenglish.pe.kr](http://www.professorenglish.pe.kr)). In addition, access to authentic English web sites can

paste methods to collect and arrange English materials and thus avoid typing. These applications of computer technology promote collaboration and immerse students in English (Pennington, 1996; Teeler, 2000).

Email, discussion boards, and chat rooms also provide excellent homework opportunities. Peer—peer, or student—teacher, these technologies engage

students and create an archive of writing practice that can be used to track progress. They also can save paper, help organize student work, and facilitate a more personal exchange between student and teacher.

## Training Notes

edited by  
Douglas Margolis

### CALL in the classroom

CALL can be employed in the classroom even with only one computer. This computer can be used by small groups of students rotating for short periods of time, or, with a beam projector, it can be used for class presentations. Alternatively, students can be assigned to serve as computer information gatherers and play a resource role for the class.

If more computers are available, small groups or pairs can be assigned to work in teams to tour sites, gather information to solve puzzles, trek the Internet on treasure hunts, or tackle almost any task.

### Problems with CALL use

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## Email, discussion boards, and chat rooms also provide excellent homework opportunities.

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Effective deployment of CALL activities, however, requires advance preparations. First, you must know what kind of computer and internet access is available to your students. Are their computers up-to-date or old and slow? Find out about their internet connections, browser types, and computer skills. If students are lacking in skills and equipment, then you will need

*continued on next page*

### Related Online Resources

<http://www.professorenglish.pe.kr>

<http://www.sussex.ac.uk/langc/CALL.html>

<http://www.lerc.ritsumei.ac.jp/callej/>

<http://edvista.com/claire/internet-esl.html>

[http://www.kamall.or.kr/inter\\_conf/inter\\_conf\\_home.html](http://www.kamall.or.kr/inter_conf/inter_conf_home.html)

*My web site (work-in-progress)*

*The Virtual CALL Library*

*CALL EJ Online Journal*

*The Internet for ESL Teachers*

*Korean Association of Multimedia Assisted Language Learning*

**Training Notes:** Tips For Using CALL  
by Douglas Paul Margolis  
*continued from previous page*

to limit your use of CALL to basic items or build computer training into your instruction plan.

Another concern is time management. No teacher wants to increase their workload with hours of emailing to students. The secret is to automate tasks. Your browser and email programs should permit you to filter email into separate folders. Create folders for each of your classes and then create a filter that moves the student email directly into the folders. In this way, you can keep your inbox free and work on student mail as you want. In addition, if you create template emails for responding to students, you can speed up your responses and reduce your typing time. Another method is to cut and paste common themes. Students still receive personalized responses, but you reduce your workload.

Finally, start slow. You don't need to dive into every computer possibility available. Try a little at a time. Collaborate with colleagues. Explore different possibilities. Evaluate, adjust, and evaluate again. . . .

### **The Author**

Douglas Margolis teaches at Dong Seoul College near Sungnam City. He is a KTT co-coordinator and a frequent KOTESOL speaker. He is also the editor of the Training Notes column and welcomes submissions and suggestions by email. He may be contacted at: dpm123@teacher.com, (031) 720-2245.

### **Additional Resources**

Dede Teeler's *How to Use the Internet in ELT* (2000), Mark Warschauer and Richard Kern's *Network-Based Language Teaching: Concepts and Practice* (2000), and Carol Chapelle's *Computer Applications in Second Language Acquisition* (2001) are three of the more current books on this topic that might help you, but you can also go online and find helpful information there. Check out the text box on the previous page for web site

addresses that can give you a place to start (all current as of 14 February 2002).

### **Book References:**

- Chapelle, C. A. (2001). *Computer Applications in Second Language Acquisition*. Cambridge, UK: Cambridge University Press.
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- Teeler, D. (2000). *How to Use the Internet in ELT*. Essex, UK: Pearson Education Limited.
- Warschauer, M. & Kern, R. (2000). *Network-Based Language Teaching: Concepts and Practice*. Cambridge, UK: Cambridge University Press.

***Promotional material for JALT 2002 removed to reduce file size.***

***Information on LIOJ scholarship removed to reduce file size.***

# Action Research Scholarships Become Available

## Research Acts

by  
Andrew  
Finch

- I **Is there anything in your teaching environment that you would like to investigate?**
- I **Are there questions that need answering?**
- I **Are there approaches that you want to try out?**
- I **Have you been trying to save some spare cash in order to get some resources together and try out your theories?**
- I **If you are reading this article, the chances are that you are eligible for a research scholarship**

Action research is an important aspect of modern language teaching, with many researchers arguing that teacher knowledge is as valuable as outside researcher knowledge. Not only (in this view) should teachers and researchers work together to create a community of shared knowledge, but teachers should see themselves as researchers, with access to knowledge that needs to be communicated in journals, seminars and workshops.

KOTESOL is keen to promote action research amongst its members. The Executive Council has therefore approved the setting up of two research grants, for the purpose of promoting research in Korea by students and teachers who are living and working here.

### The facts:

1. Maximum two scholarships each calendar year.
2. Maximum of W500,000 per scholarship.
3. Scholarships will be awarded to KOTESOL members.
4. Scholarships will be awarded for research carried out in Korea by persons employed or studying in Korea at the time of research.
5. Research topics will focus on practical aspects of teaching in Korea, at any educational level, and in any institutional setting.
6. Specific titles will be approved by the Research Committee.
7. Scholarships will be paid in two sums: 50% before the research begins (i.e. when the scholarship is awarded), and 50% upon completion of the research.

These conditions can be checked out in more detail at the following URL (scroll down to 2.1. Research Scholarships): [http://www.kotesol.org/research\\_mission.shtml](http://www.kotesol.org/research_mission.shtml)

There is no restriction on educational level or institutional setting, and students are welcome to apply. These scholarships are for anyone studying and teaching English in Korea. This means elementary school teachers, middle school teachers, high school teachers, hagwon teachers, college teachers and lecturers—the whole gamut of English language professionals in Korea.

If you are interested, we'd love to hear from you soon. Here is a checklist of details that we need when considering your proposal:

- I Your name (*Korean or English*)
- I Email address
- I Contact phone number
- I Work/study institution (*school, college, hagwon, etc.*)
- I Job title (*teacher, instructor, lecturer, student, intern, etc.*)
- I Research topic (*title*)
- I Research area (*elementary school, university, adult learners, etc.*)
- I Research proposal (*an abstract of about 500 words – describe the problem, method, expected results, resources needed, etc.*)

Please send these details by email to: [kotesolrc@hotmail.com](mailto:kotesolrc@hotmail.com) by April 30, 2002. After this date a shortlist list of candidates will be asked to provide more detailed proposals of their intended research.

If you're looking for ideas, here are a couple of links that could be helpful. The first of these links to web journals and pages which describe paper journals. The second offers extensive links on action research:

- <http://www.oise.utoronto.ca/~aweinrib/sle/journals.html>
- <http://langue.hyper.chubu.ac.jp/jalt/pub/tit/99/dec/cowie.html>

Research is often misrepresented as a solely academic endeavor. In fact it can be the lifeblood of our classes. Every act of reflection, of questioning, of investigation, of frustration and inquiry, is an elementary form of research that can lead to an improved learning environment - the ultimate goal of the teacher. **Research Acts.**

Now the "Membership Spotlight" shines on Tory Thorkelson. He is employed at Hanyang University in the Practical English Education Center—a sub-division of the English Education Department. His title is currently "Full-Time Instructor", but has recently been promoted to "Assistant Professor" after four years of dedicated service.

Describing his travel experiences he starts off with, "I was born in Dar Es Salaam, Tanzania but don't remember much since we returned to Canada when I was 2 years old. During my schooling, we lived in Winnipeg, Newfoundland, Winnipeg again and then Prince Edward Island until Grade 10. I did the last part of grade 11 and Grade 12 (Forms 5 and 6) in Suva, Fiji. I spent 6 months in Israel on a Kibbutz when I was 18 and – after my Bachelor of Education – I headed to Japan on the Japan Exchange and Teaching Program (JET) to teach Junior High for 3 years in Okinawa, Japan. After my Master's, I came to Korea to teach Adult English Conversation at YBM SisaYong O Sa from 1996-8 and moved to Hanyang University, where I have been working ever since. My pleasure trips have included mainland Japan a few times, Taiwan, Hong Kong twice, Thailand, Cheju Island, Kyongju, Pusan and Guam. My next big trip will be Europe, but that could be a while. ... I simply have itchy feet and love traveling." He considers Charlottetown, Prince Edward Island his hometown.

Now about his education, he attended the International Secondary School in Suva, Fiji for his final year-and-a-half of High school. Then went on to obtain a Bachelor of Arts with an Advanced Major in History and a minor in Psychology at Dalhousie University in Halifax, Nova Scotia. Next, he studied for a one-year Bachelor of Secondary Education at University of Prince Edward Island specializing in both Social Studies and English. Finally, he received a Master's of Education in TESL/TEFL at the University of Manitoba in Winnipeg.

Mr. Thorkelson joined KOTESOL in February of 1998 when, after 2 years of working at an institute (Hakwon) in central Seoul, he had made the transition to teaching at the University level.

Over the years he has coordinated registration for a number of local and international conferences held in Seoul. He was heavily involved with the technical aspects of PAC2 and has done his best to take care of inventory for TechComm. Tory has made presentations at a few local chapter meetings and conferences, and took over the position of Seoul Chapter secretary this year.

In the area of teaching styles and philosophy, Tory says: "I would call myself a student-centered eclectic with a primary focus on the Communicative and Functional -Notional approaches. In practice, that means that I try to put the student in control of what they learn and how they apply their knowledge in the classroom. Since most of my students are freshmen, I realize that many of them are either uninterested in English or afraid of foreigners in general (and me in particular in many cases!). I try to emphasize what I expect clearly while giving students plenty of chances to succeed or fail for themselves in the relatively safe and controlled environment of my classroom. If they walk away wanting to give English a second chance and not living in fear of meeting a foreigner on the street, then I consider my efforts have been at least mildly successful."

His plans for the future are: "Professionally, I am trying to learn more about teaching and conducting successful research through my involvement with KOTESOL and my work on the Research Committee in our department. I just published my first research study with the help of the Korean head of the aforementioned committee as co-author (see the Journal of the Applied Linguistics Association of Korea, Vol. 17, No.2, December 2001) and hope to pursue both my research and teaching interests

in Korea for at least the near future." Personally, he is happy to announce that he will be getting married to his lovely Korean fiancée on July 6<sup>th</sup>, 2002. On top of

## Membership Spotlight

edited by  
Jerry Foley

all that, he and some others are trying to get an English Drama group off the ground in Seoul with the first production slated for early June. They hope to have a web site up soon, but if anyone is interested you can email: [the\\_seoul\\_players@yahoo.co.uk](mailto:the_seoul_players@yahoo.co.uk)



Tory also wanted to include the following: "KOTESOL has helped me develop both personally and professionally. I have made some great friends and learned more than a few things along the way. Most recently, I was very proud to be part of a team of writers affiliated with KOTESOL to publish a textbook for Freshmen University students published by Hakmun Publishing Inc. The team was composed of Asif Siddiqui, Kang Myung-Jai, Peter Nelson, Yeum Kyung-Sook and myself. The title is "World Class English" and it comes with the teacher's guide and audio cassette. A friend was kind enough to put a spotlight about it on his site ([www.esforum.net](http://www.esforum.net)). I haven't seen it in the major bookstores yet, but it should be there soon."

# The ENGLISH CONNECTION

... needs proofreaders, layout artists, writers, armchair critics, and hecklers. If you want to participate in production or just provide valuable feedback, contact Trevor Gulliver (editor-in-chief) at [kotesolpubs@yahoo.com](mailto:kotesolpubs@yahoo.com)



## Pronoun Puzzles

"I, you, he, she, it, we, you, they": so do we recite English personal pronouns. Although meriting investigation, they are

### Word Whys

by Terri-Jo Everest

often merely memorised. What follows, therefore, is a (subject) case study of these high frequency monosyllabics.

First, "I", singular in person and in sporting a majestic majuscule. It is tempting to posit not just an etymological but also a cultural connection with "ego". However, "I" actually became systematically capitalised in Modern English (MdE) because the solitary lower-case vowel was too inconspicuous. Weightier, two-character "we", in contrast,

has three functions: royal "we"; exclusive (excluding the listener); inclusive (including him/her). Arguably, Old English (OE) was easier for also possessing a dual pronoun "wit", "we two".

In second person as first, there was an OE dual pronoun, "git", "you two". Dual number was likely lost as signifiable through context or several words. Moreover, unstressed subject pronouns "wit" and "git" perhaps sounded too much like plural first and second person "we" and "ge" respectively. External more than internal forces, in contrast, contributed to the loss of OE "thu", now "thou". A few centuries after the Norman Conquest, singular "thou" and plural "ye" denoted both number and hierarchy: the former addressed equals or subordinates, the latter groups and any superior(s). This imitated usage of French "vous". Ultimately, "you" forms superseded those in "thou", which survive only in early MdE writing, some religious circles, and select geographic pockets.

Last are anomalous third person forms. Singular "it", "he", and "she" may

designate biological gender, but other personal pronouns do and did not even in OE. Moreover, "she" is far removed from its OE counterpart "heo", as the object form "her" attests. Various factors may underlie the "she-change": similarity with and subsequent distinguishment from "he"; palatalisation; and/or Scandinavian influence. The last is plausible, for Scandinavian "they" displaced OE/ME third person plural "hi".

Case closed? Perhaps not. This restricted class of function words is not entirely unalterable as dual number's loss and significant foreign influence have illustrated. Additionally, loss of "thou" has encouraged semi-standard American plurals ("y'all", "youse"). Finally, fringe forms could replace gender-specific, potentially sexist pronouns. Notably, "He/she", "s/he", "one", "they", and others are problematic referents for a single person. Some kind of gender-neutral pronouns may be the answer: see [www.aetherlumina.com/gnp/](http://www.aetherlumina.com/gnp/). Impossible? Perhaps not. The Internet has opened a new era in linguistically innovative freedom. Case unclosed.

## An Online Global Issues Sampler

by *Jen Lalonde*

This Webwheres includes a review of four different websites: an art and peace website with Japanese student authored

### Web Wheres

edited by Trevor Gulliver

essays on things controversial and Korean. The second site is the work of two TESOL teachers who take full-length materials from the progressive UK magazine "the New Internationalist" and edit them into comprehensible material for EFL students. The third site, Oxfam Canada, is also a rich source of classroom material - this site includes several high-quality downloadable units that a creative TESOL teacher can adapt for her younger learners.

The last site is one of the best places to look for global issues language teaching articles, book reviews and lesson plans.

Transcend Art & Peace Network homepage is: <http://www.succ.soka.ac.jp/~our/TAP.html>. At the location below you will find essays written by Japanese students on the state of the relationship between their country and Korea under the telling headings of "A Painful Relationship", "Joyful Exchanges" and "Amazing Neighbors". Read these essays at: <http://www.succ.soka.ac.jp/~our/pro2.TAPcourse/Web.Projects.Folder/CW.Korea.Japan.html>

The New Internationalist Online homepage is at: <http://www.newint.org/index4.html>. From there, click on the "Teaching Global Issues" icon and then on the "Easier English issues of New Internationalist Magazine on-line" link to bring you to resources geared for EFL learners on globalisation, human rights and the environment.

The education section of the Oxfam Canada website is at: <http://www.oxfam.ca/education/index.htm>. There are several top-quality downloadable units for younger learners on economics, human rights, global trade, etc. The content has a Canadian orientation but the variety and quantity of what is available will allow you to find something relevant to your particular group of students. Take a look at the "The Human Rights Auction" in the "Economics for All" unit.

Finally, the homepage of the Japan Association for Language Teaching Global Issues in Language Education SIG: [www.jalt.org/global/index.html](http://www.jalt.org/global/index.html). This site is a collection of articles, teaching ideas, book reviews on issues like peace, the environment, as well as information on graduate degrees in global education, intercultural awareness, developing critical thinking skills, the list goes on and on.

More links are available at the *Global Issues SIG* page at [www.kotesol.org](http://www.kotesol.org)

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# Indonesian English for Education, Economics and the Environment

Lord Jim redeemed himself by finding a job on a remote island of Indonesia. An English boy with big dreams, he became a sailor exploring distant seas only to fail his first test on high seas. He expiated himself in the exotic region of Patsuan and soon became revered by the local population as "Tuan Jim." When a gang terrorized the island, however, memories of his earlier disgrace revived, jeopardizing his relationship with the islanders. This 102-year-old classic by Joseph Conrad was originally intended to be a short story, but the author uncovered so much research material and was so fascinated by the romance, terror and heroism in the seemingly serene Indonesian setting that it ended up a full-length book exploring expatriate life. Lord Jim is also available on tape narrated in Indonesian and British English accents.

Indonesia today is likely just as exotic, exciting and open to opportunities as when Conrad studied it. Opportunities for English teachers include a revised education curriculum emphasizing English, demand for Business English training to keep up with rapidly changing economics and politics, and an interesting proposal by environmentalists looking to promote the teaching of English as a Glocal Language (EGL) to balance the teaching of standard British English with local needs for Indonesian English.

With a population surpassing 200 million - the world's fourth largest country - spread over 13,000 islands across 5,000 km east to west speaking 800 different dialects and following Muslim, Hindu, Protestant or a host of other religions, the government that came to power in 1965 by military coup, after a history of Dutch and Japanese colonization and much Chinese influence, fought hard to unite the country. That coup is the topic of another classic book on Indonesia: "The Year of Living Dangerously" by Australian author Christopher Koch who documents the life of a journalist caught in the turmoil. When the country settled down, one language, Bahasa Indonesian, was recognized as the national language and the literacy rate reached 85 percent of the

population by 1990. But that was achieved at the expense of other languages. To bolster the economy, the Ministry of Education emphasized English. English is the first foreign language in Indonesia but for a long time was only a language of high school classroom study. In 1994, the curriculum was revised and given the goal of teaching students to achieve a working knowledge of English. On average, the 19,155 Indonesians who took TOEFL tests in 1995 scored about 510 points ranking them close to Cambodians (513) and Malaysians (524), but much lower than Filipinos (575) and Singaporeans (599). An appropriate ability in English was defined as an ability to read textbooks and reference materials; to understand speeches given by foreign lecturers; and ability to communicate with foreigners. In order of priority, the 4 skills were ranked: reading, listening, writing and speaking. Speaking and listening skills are encouraged in the elementary levels. Speaking and reading abilities are expected of secondary school students. The strategy entailed implementing English learning at the primary school level as the optimal age for beginning instruction. Currently the major problem in achieving this goal is a shortage of adequately trained language teachers. Children enrolled in government funded schools in major urban areas are introduced to English for about two hours each week starting in the third grade of elementary school. Some private schools are also able to staff teachers who can teach English. Primary schools in rural areas do not offer English.

Indonesia's recent economic performance has been as strong as its neighbors Malaysia, Thailand, Singapore and Vietnam in South East Asia. It has outperformed Brunei, Cambodia, Laos, Myanmar, and the Philippines because of its oil resources, entrepreneurial Chinese community, active trade with Vietnam and China and ability to attract foreign investment from Australia, Japan, and the United States. Business is in English but corporate culture remains Indonesian. In university seminars, presentations and during panel debates for example, it is necessary to appoint a moderator. Their

## Pan Asia

edited by  
David McMurray

role is to control all communication in a deferential manner. During a team presentation, each team member is asked by the moderator to speak. The moderator then fields questions from the audience and reformulates those questions for the presenters. The moderator receives the response and then moderates it for the entire audience. It takes time, but it is orderly. Similar meetings (*Musyawahar Bersama*) take place between workers and staff where anyone is allowed to speak in a controlled manner, and deliberation is reached by consensus. There is therefore a demand for English teachers who can teach intercultural skills and help employees adapt Indonesian philosophy to corporate culture. Most jobs can be found in Jakarta the capital with a population of 10 million, followed by Surabaya a major port in East Java of 4 million, Bandung, and picturesque Yogyakarta. Internet searches also reveal interesting jobs in the popular tourist islands of Bali and Sumatra. The Australian Centre in Medan offers English teachers the chance to learn Indonesian and Mandarin as part of their job contract. Teachers have the chance to live and learn from peoples of Batak, Karo, Chinese, Indian, Padang, Javanese and several other cultures in the one city. Teachers from Britain are in highest demand, followed closely by America, Australia, New Zealand and Canada. ELS and the British Council operate schools in several locations. Job-seekers can first visit the country on a two month tourist visa to secure a job offer in writing then transit to Singapore to present the sponsorship letter to obtain a work permit. Certified teachers with experience have no trouble securing contracts in the 1,200 US\$ per month range.

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**Pan Asia: Indonesian English for Education, Economics and the Environment**

*continued from previous page*

Environmental groups and anti-globalization NGOs are also seeking English teachers to train them in the art of public speech, negotiation and presumably demonstration. Logging plans for the Riau Province of Sumatra over the next 5 years will clear 500,000 ha (1.2 million acres) of forest and that has spurred many activists to seek international attention to prevent it. A creative curriculum of study proposed by Indonesian educators for English language learners in Irian Jaya involves the teaching of global English while respecting local socio-cultural contexts. Textbooks published in Jakarta with chapters that include for example

"The map of Bali," or the "Ahmad Family" are often rejected by the West Papuans. The goals for the courses, that include IT program training, are to enable students to gather information in English about cultural and environmental destruction, to be able to write and produce documents in English about issues of concern and to be able to communicate orally in English. Again a read, listen, write, speak order of preference.

*The next issue of Pan Asia highlights Vietnam. Readers are welcome to contribute an article or suggestions by writing to the column editor.*

# The ENGLISH CONNECTION Contributor Guidelines

The English CONNECTION is accepting submissions on matters related to the teaching of English as a second or foreign language. Appropriate topics include, but are not limited to, classroom research, methodology, reports of events in Korea and commentary on issues facing the TESL profession. See page four for contact information.

The English CONNECTION welcomes any previously unpublished article in the following categories:

**Feature articles** should be 1,500-2,500 words and should present novel ESL/EFL methodology, materials design, teacher education, classroom practice, or inquiry and research. Feature articles should be lightly referenced and should present material in terms readily accessible to the classroom teacher. Findings presented should be practically applicable to the ESL/EFL classroom. The writer should encourage in the reader self-reflection, professional growth and discussion.

**Short Features or Reports** should be 500-1500 words and should focus on events of interest to TESL professionals of a noncommercial nature.

**Guest Columns** should be limited to 750 words. The English CONNECTION publishes columns under the following banners: "Techniques" (submissions should present novel and easily adopted classroom activities or practices with firm theoretical underpinning); "Global Contexts" (submissions should describe language teaching in countries other than Korea), and "Training Notes" (submissions should address one teaching issue and give relevant practical solutions).

**Reviews** of books and teaching materials should be 300-700 words in length. Submissions should be of recent publications and not previously reviewed in The English CONNECTION.

**Calendar** submissions should be less than 150 words for conferences and calls for papers, less than 50 words for events. Submissions should have wide appeal among ESL/EFL practitioners.

Your submission should follow APA (American Psychological Association) guidelines for source citations and should include a biographical statement of up to 40 words.

Contact information should be included with submissions. Submissions cannot be returned. The English CONNECTION retains the right to edit submissions accepted for publication. Submissions will be acknowledged within two weeks of their receipt. Submit to the relevant editors, as listed on page 4.

***Call for Papers removed to reduce file size.***

continued from page 8

only on meaning; some attentional capacity must be allowed to focus on form. Additionally, there must be an opportunity to reflect on the tasks to ensure the goals of the tasks are not ephemeral. Fifth, teachers must periodically give students an opportunity to take stock of what they have learned over a period of time.

Based on these principles, Skehan (1998) proposes a TBLT model consisting of three phases:

### Pre-task Phase

A pre-task phase is critical for several reasons. One, it gives the teachers a chance to introduce new elements into the interlanguage system. Two, it gives students a chance to mobilize language they have stored in their memories but that is not necessarily active. Three, and perhaps most importantly, by thinking through task demands before commencing the task, students can ease their cognitive processing load in the during-task phase. With this understanding, Skehan (1998) then offers three ways to implement the pre-task phase. One is through teaching new structures or promoting interlanguage restructuring, either deductively or inductively. A second way is through consciousness raising. Activities like brainstorming and pre-task discussions can heighten students' awareness of particular structures or elements of the task the teacher considers important. A third way is to allow time for task management planning. Assuming the task is appropriate for the students' level of interlanguage development, up to 10 minutes of planning time is ideal.

### During-task Phase

As Skehan (1998) explains,

At this stage the teacher's role is to circulate within the class and help learners formulate what they want to say, but not to intrude, and least of all to correct the language which is produced. (p. 145)

Despite the teacher's diminished classroom role during this phase, teachers must still encourage students to focus on form. Example activities include making students aware of a public performance they may have to give (e.g. a presentation

in front of the class) or making them aware their performance may be recorded (e.g. on video) and analyzed (Skehan, 1998).

### Post-task Phase

The final phase of Skehan's TBLT model is hardly the least important. On the contrary, in order to drive interlanguage development forward, students must engage in post-task activities that encourage reflection and consolidation of what they have learned. Activities that help learners identify, classify and search for patterns in language use all promote interlanguage development.

In addition to being concerned with the individual task, Skehan (1998) notes teachers must also relate the task to a larger plan for interlanguage development (i.e. a reinforcement of the need for sound syllabus design). Also, teachers should occasionally recycle tasks since there is evidence such reworking of a task leads to a greater focus on form.

For a more detailed description of TBLT, see Skehan (1998).

### Conclusion

PPP and TBL are acronyms widely used in the Korean EFL community. However, as explained, they are not always accurately used or understood. Now, however, with a clearer understanding of these concepts, the road is paved for a discussion about the problems of each approach and the resulting implications for the Korean EFL classroom. The May issue of *TEC* will address these issues.

### The Author

David Ellis is the Head Teacher for the EFL Program at Kyungpook National University in Daegu. He is a KTT trainer and frequently makes presentations at KOTESOL conferences and meetings as well as at KTT seminars. Email: knuht@hotmail.com; Work: (053) 950-6729.

### Acknowledgement

The author would like to thank Craig Chaudron (personal communication, 2001) for his substantial help in locating resources for this article and for his insightful comments and suggestions during the composition of this article.

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# Thailand : An Unquenchable Thirst For ELT

## Attending The 2002 Thailand TESOL Conference

*by Joseph Nicholas*

An obscure figure approached me from the ebony of night. I was taken by the hand and led to a mountainous area, which suddenly became illuminated the moment we arrived. Spellbound as I was by this odyssey, I could only faintly hear the following words uttered by this figure, "Friend, when feeling sad or downtrodden, rush to any Thailand summit and your soul will be liberated." As I gazed at the peaks, I took a step forward and slipped, losing my balance. I fearfully felt gravity pulling me down to the base of the mountain range. I simultaneously felt a piercing ring in my ears as I descended. My eyes opened and I turned off my alarm clock. I realized I was still in my own bed in Korea. It also occurred to me that I was more than enthusiastic about traveling that very morning to majestically-mountainous Chiang Mai, Thailand.

I was given the privilege of being the official representative for KOTESOL at the 22nd Annual Thailand TESOL International Conference, which was entitled *Inspiring Change in ELT*. The conference was held at the beautiful Chiang Mai Phucome Hotel, in breathtaking Chiang Mai from January 17-19, 2002. I boarded a Thai Airways International plane, and anxiously waited for it to land at Don Muang airport in Bangkok. After arriving in Thailand I flew to Chiang Mai.

When I arrived at the hotel, I headed to the check-in counter, where I coincidentally noticed a well-dressed lady wearing the Thailand TESOL President name tag. I introduced myself to President Suchada Nimmannit, and she warmly greeted me by saying that I was an eagerly expected guest. Her welcome was symbolic of the kind of Thai hospitality to which I have become accustomed over the years. President Suchada chatted briefly about the conference and introduced me to Prof. Chaleosri Pibulchol, the 1st Vice-president, who helped me to set up a KOTESOL booth.

While setting up the KOTESOL table, I met quite a few well-known authors of the English language teaching world. One of these invited scholars was keynote speaker H.E. Kasem Wattanachai of the Privy Council. The three plenary speakers were Tom Scovel from San Francisco State University, David Evans from Pearson Education, and Michael McCarthy from Nottingham University. Other very popular speakers were Dave Sperling of Dave's ESL Cafe, and Pracob Cooparat from SEAMEO. I also met former TESOL President, Kathleen Bailey, from the Monterey Institute of International Studies, who has been a plenary speaker twice in the last six years at KOTESOL conferences. There were many other reputable presenters.

The major aim of this conference, as stated by President Suchada Nimmannit, was to provide a forum for ELT scholars to present their work, and share their experience with their international counterparts. I was told that approximately 700 speakers and participants attended the conference. Regarding the speakers: I was fortunate to have just enough time to attend Professor Michael McCarthy's and Professor David Nunan's presentations. Professor McCarthy undoubtedly quenched the attendees' collective thirst for how to teach conversation in the classroom. He was extremely riveting, quite humorous, and put on a fabulous show. The other presentation I attended was Professor David Nunan's talk about task-based language teaching. He was scholarly and informative, as usual. His international credibility in the education field is unsurpassed. Professor Nunan was gracious in signing one of my books he had authored.

I wish I had time to attend more presentations, but I had a duty to inform about and promote KOTESOL to those who inquired. Among the people inquiring about KOTESOL's regional and national conferences were: Richard

A. Boyum, the Regional English Language Officer from the American Embassy in Bangkok; Somsak Navayuth: Conference Site Chair; and Galina Lovtsevitch, FEELTA President. I informed them of some KOTESOL details, and our email addresses were exchanged.

I also had the distinct privilege of attending the PAC meeting in the late afternoon of January 18th. Professor Johanna Katchen, from ETA-ROC, gave quite an informed report on the progress of the PAC 4 conference planning. For more information about PAC 4, please contact Professor Katchen at [jekatchen@yahoo.com](mailto:jekatchen@yahoo.com). The most important point on the agenda was FEELTA's bid to host PAC 5 in Vladivostok, Russia, presented by FEELTA's President Galina Lovtsevich. FEELTA's bid was approved. KOTESOL's President, Robert Dickey, had previously sent a memo stating his approval of FEELTA's bid. Other pertinent points on the agenda regarded when to hold PAC meetings, and whether or not to put the PAC journal on a CD-ROM or website. No clear decision was made on either issue.

In conclusion, I would like to thank President Suchada Nimmannit, and the entire Thailand TESOL Conference team, for providing me with the most comfortable accommodation and delicious meals I have ever had. I offer my special thanks to the KOTESOL International Affairs Committee for having the confidence in me to serve as an international representative and a voice in international relations. Lastly, I must state that the Thai people truly have an affinity and unquenchable thirst for speaking and learning English. May all English teachers be as thirsty as the Thais for ESL.

***Check out the calendar for upcoming conferences, calls for papers, and more.***

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## BUSAN

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by Jason Renshaw

Busan Chapter's January meeting was representative of some significant changes happening for KOTESOL in the Busan

### What's Up in KOTESOL

edited by Michael Duffy

region. The Chapter's new President, Jason Renshaw, introduced himself and two presentations took place before a healthy gathering of both KOTESOL Busan members and 15 Korean Middle School English teachers. Jason's presentation, entitled "Speaking in a Crowded Room" focused on an activity designed to facilitate more natural English "noise" in large to very large classes of Korean Middle-School students. Jim and Sunmi Corbett followed up with a presentation on cross-cultural issues and how they affect classroom learning. Both presentations in January were representative of the direction the Chapter could be taking this year - to address educational issues in English teaching in all spheres (K-12 through to University levels), and to enhance these discussions with ongoing presentations on cross-culturalism.

February's meeting featured a presentation on Pronunciation by T.J Everest, Busan Chapter's undoubted Jill-of-All-Trades. Supplementing was a "What Works" by Dave Woods, featuring a simple but interesting (and convenient!) card game designed to teach irregular plural nouns.

March represents a strong move by the Chapter into the area of Young Learners. Jason Renshaw will present on Psycholinguistic issues relevant to young learners of English, with particular emphasis on young Korean students and the *dos* and *don'ts* involved in teaching them. "What Works" in March will feature Yang So-Young, a certified English Storyteller with experience teaching in both Korea and England. So-Young will focus on selected texts to use as story-telling material for Korean students aged 7-8 and 10-11.

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## DAEJEON

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by Kevin Parent

Lots of new stuff happening in Daejeon. As usual, we've been down for the winter and will start up again in March. However, this may be the last time we will be doing so. We've decided to have more monthly meetings: 10 per year, excluding the months of our Drama Fest and the International Conference. We're sure that making a continuous year can only make us a tighter community.

And we're very excited about that Drama Fest coming up on May 25 at Hyecheon College. We're expanding it in a big way. Our 11<sup>th</sup> annual festival will now be the Drama and Film Festival and will showcase student-produced videos as well as the traditional dramas. We all hope this will be a successful addition, especially in the years to come. As always, we would love to have our members help out, so if you're interested, please contact Kevin Parent at [ksparent@yahoo.com](mailto:ksparent@yahoo.com). We always need an extra pair of hands.

Stay tuned for more news as we've got some more ideas for making 2002 a great year, one that sets a pattern for future years.

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## SEOUL

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Spring has come again!

During the long winter vacation, Seoul Chapter never hibernated. We held January and February meetings consecutively in 2002, following the successful X-mas meeting in 2001. The meeting venue was in room 715 of the main building of Sook Myung University as usual. The first Seoul Chapter meeting of 2002 on January 19 went well without a hitch. David Kim gave a wonderful presentation which was focused on Teaching pronunciation to Koreans. His talk included information about minimal

**For more information on your chapter's activities contact the chapter executives (contact info page 32 of this issue) or visit your chapter's website ([www.kotesol.org](http://www.kotesol.org)).**

pairs, listening discrimination and IPA symbols. Those who joined the Seoul Chapter meeting enjoyed talking over coffee after the presentation.

At our February meeting on Saturday the 16th, the facilitator of the Research SIG, David Kim, talked about research design, specifically surveys and the interpretation of data. He went through different designs of questions and explained their strengths and weaknesses. Everybody seemed to be satisfied with the presentation and enjoyed refreshments during the break. On March 18th, Tory Thorkelson will present on reducing student/teacher anxiety in the classroom.

Owing to the efforts of Seoul Chapter officers, the Seoul Chapter newsletter, The English Beat, went into production again and was distributed to every Seoul Chapter member. Finally, thanks to Kevin Landry, VP of Seoul Chapter, the Seoul Chapter website has been reconstructed. Please visit [www.kotesol.org/seoul](http://www.kotesol.org/seoul) for Seoul Chapter information.

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## CHEONGJU

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The Cheongju Chapter commenced with the first monthly meeting of the year on March 30, 2002, Saturday at 2:30PM. The meetings will continue to be held on the campus of Chongju University in the Humanities Building, or "In Moon Dae", Room 312. (Please note that the official English spelling of the city is different from the name of the university though they are pronounced the same and refer to the same Korean spelling/meaning). We welcome visitors and regular attendees to come early at 2:00PM for refreshments and a chance to chat with fellow teachers.

We would like to thank our former chapter president, Erik Newson, for all his hard work and time spent organizing and maintaining the group. Erik will be gracing Busan National University with his presence, and we wish him the best of luck with his new position. Our chapter would like to wish the best to, Trevor Gulliver, and his family, who may now be found on the campus of KAIST in the city of Daejeon. Thank you for your contribution, Trevor, and we hope to see you in the future since you will remain relatively close to the city of Cheongju.

Our chapter is very excited to begin the new academic year and would like to announce our new executive members. Paul Hwang will serve as president, and Larry Hoffarth will be vice-president and web master. Larry has recently accepted the position of national web master for the official KOTESOL website as well. Nicole Kim (a.k.a. Kim, Hyeran) will continue as chapter treasurer. Long-time resident and member-at-large, Jim McMillan, will be the new secretary.

The local members are the backbone of the chapter, and we hope to see everyone show their support in the year to come. Any questions or comments can be sent to the following e-mail address: [chongjukotesol@hotmail.com](mailto:chongjukotesol@hotmail.com), and please visit our chapter website at <http://www.kotesol.org/chongju> for updated news and events. See you every fourth Saturday of the month!

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## KTT

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*by Douglas Margolis*

As the new semester kicks off, KTT moves forward on several fronts. Stephanie Downey, our new co-coordinator, is stepping up efforts to recruit new presenters and diversify the scope of KTT presentations. In particular, she is seeking presenters and training ideas for workshops to support public school teachers and teachers of young learners.

If you plan to attend the Jeolla Chapter Conference on April 13<sup>th</sup>, look for KTT. We'd love to get your ideas for presentations or sign you up to be a KTT presenter. On another front, KTT is developing its communication infrastructure. We've initiated a Yahoo Groups site to improve our communication and information sharing capability. The site has a calendar for posting upcoming event information, a discussion board for raising issues of relevance to KTT members, and a file storage archive for maintaining a library of KTT presentation handouts and reference materials. If you are interested in joining KTT this archive of materials will be available to you...

Remember, if you are a writer interested in contributing to Training Notes, please contact me for guidelines (see email address below). By the way, for those new to

KOTESOL, KTT stands for KOTESOL Teacher Training. We are a standing committee of volunteer teacher trainers who aim to uphold the KOTESOL mission of improving the teaching and learning of English in Korea by providing training workshops and presentations for teachers. We are always looking for new volunteers interested in developing training materials and presentations. For more information, please contact Stephanie Downey (email: [stefdowney@hotmail.com](mailto:stefdowney@hotmail.com)) or me (Douglas Margolis, email: [douglas@dsc.ac.kr](mailto:douglas@dsc.ac.kr)). We want to meet you!

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## CALL SIG

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(CALL) Computer Assisted Language Learning Special Interest Group (SIG)

*by Michael Trotter, M.A.*

A KOTESOL 'CALL' TO ARMS! Computers are here to stay. Even neo-Luddites, once averse to any emerging technology that threatened their livelihood, have recently come out in support of computers as a wonderfully democratic means with which individuals may exercise more control over their lives. For language learners, they offer a powerful tool with which students may become more independent 'architects' of their own learning. And considering that Korea enjoys one of the highest computer/internet user rates in the world today, how can we, as English teachers, help but embrace this new technology? With this in mind, it is with great pleasure and anticipation that a newly-formed **KOTESOL CALL SIG** has been formed and will soon be launching an inaugural website.

The main purpose for developing a **CALL SIG** is to explore and promote the use of computer-based technologies as part of ESL/EFL curricula in Korea. Of course, computers are not the final solution to our language teaching challenges; but unlike so many half-baked approaches that came before (remember the listening labs?), the advantages of computers to efficiently provide authentic, multi-media enhanced learning are real and improving every day. The bottom line: If we as teachers have the chance and decide *not* to appropriate this powerful new medium, do we not risk being by-passed by educational

technologies already emerging around us? As professionals, we have the chance to take an active part in the early stages of a computer revolution where the 'virtual' is becoming more and more 'actual.'

When I first proposed a **CALL SIG** to the executive committee, foremost in my mind was that if it was to be successful, it would have to be relevant to our end users. Here in Korea, many of you have of course already latched on to CALL and are at various stages of implementation, offering the rest of us a potential wealth of valuable experience. Thus, as the main 'raison d'être' for launching a **CALL SIG**, the sharing of our collective knowledge, frustrations and overall experiences is crucial if we are to elevate the language learning experience in Korea to the height of our profession. Having recently launched a CALL program component here at our school, I can tell you that teachers need lots of information and ongoing support if CALL is to succeed within their programs: Teachers need soft/hardware budgets, computers require 'connectivity' (network compatibility) and computer experts, software and internet sites need exploring and evaluating, labs require coordinated access, and so on. These are *real challenges* to any department not used to handing over such autonomy to teachers and students.

Of course, in launching our new website, there is no point in re-inventing the wheel. The internet already offers a myriad of sites offering everything from published academic articles on CALL, software, shareware and freeware evaluations, to CALL discussion groups, etc. So, besides including links to articles of interest, books and software reviews, the website will also feature an interactive message board where members will be invited to ask questions and otherwise share their evolving CALL experiences.

As your **KOTESOL CALL SIG** facilitator, I invite your suggestions once you begin to explore a project very much in its infancy. In the meantime, and with CALL high on the agenda at the next KOTESOL conference, we look forward to providing you with an ever broader forum in which to discuss what CALL can do for you and your students.

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## YOUNG LEARNERS' SIG UPDATE

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To date, the Young Learner sector in Korea has been woefully under-served and lightly regarded. But hidden within the rank and file of KOTESOL, there is a small band of dedicated, skilled teachers trying hard to change that fact. Their mission is simple: to elevate Young Learner standards and expectations to a professionally recognized level.

Behold! A Young Learners' Special Interest Group is born. It caters to the needs of the YL community at large. Although only in its infancy, it has a useful and informative website with useful resources on teacher education and training as well as a variety of academic articles; there is an e-mail discussion list to debate YL issues and to create a network of like-minded members; in the works is a series of quarterly workshops and seminars on all things pertaining to YL; once we get on our feet, we will be pursuing a number of research projects.

Our first priority is advertising who we are and what we offer. Since much of the theory and practice concerning YL overlaps other areas of TESOL, it is reasonable to say our work is applicable to most Korean teaching contexts. Ultimately, we hope all KOTESOL members can benefit from YL SIG resources and projects.

Visit the new website at <http://www.kotesol.org/younglearn/> to find out more about us.

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## R-SIG

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The Research SIG (Special Interest Group) is an affiliated arm of KOTESOL. The KOTESOL Research SIG aims to provide a forum where like-minded people can discuss issues related to English language education research in Korea, as well as promote and foster cooperative research projects among/between English language educators both in and outside Korea.

Presently, the R-SIG has a website up and running with the following features: An electronic posting board available for research related discussions; Database of research-interest areas of members, and reference material resource library; Area where files can be uploaded/downloaded for viewing; And, R-SIG membership contact information. The R-SIG website is at: <http://groups.yahoo.com/group/KOTESOLRESEARCHSIG/>

The R-SIG is endeavoring to start up a mentoring program, where more experienced researchers would mentor those less experienced in research. If you are interested in being a mentor or hope to be mentored, contact the R-SIG facilitator at the following email address: [kdi@yonsei.ac.kr](mailto:kdi@yonsei.ac.kr)

Finally, the R-SIG, in cooperation with the KOTESOL Research Committee, will be initiating a series of research related presentations at various KOTESOL chapters. If you are interested in having an R-SIG presentation at your chapter, contact the R-SIG facilitator at the email provided above.

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## NEW MEMBERSHIP BENEFITS

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During the leadership retreat last December, the participants agreed to create a small kit of 15-20 articles that would be given to each new member who joins KOTESOL. Each kit will contain general information, such as pronunciation guidelines or important teaching tips. However, it will also be targeted

to the teacher's level, whether this be elementary school, middle school, high school or university. The idea is to provide an instant bonus for membership as well as help the new member by showing what types of activities we do at chapter levels and at the international conference.

The retreat also requested that each chapter ask its members to help in article selection, after which all submissions will be forwarded to Peter Nelson and Rachel Philips (Seoul Chapter), who will screen them and then make the kits for each teaching level. After the kit-making process is finished, they will be given back to chapters for photocopying, and handed out to new members at the forthcoming October conference.

You can make a valuable contribution to this process by informing us of articles in KOTESOL newsletters and journals that have been of particular interest to you. Additionally, if an article is not in chapter or national archives but is in the public domain and may be reproduced freely, please feel free to submit this as well. Ideally, we would like to have all submissions pertaining to Korean learning situations, written in English, and not longer than five pages. A short statement indicating why you believe the article is valuable, and for what teaching level, will also help us greatly.

Please give full particulars when identifying the article(s), including electronic access if possible, so we can quickly assemble the kits and give them to new members. You may forward your selections to Peter Nelson at the following E-mail address: [peterprofessor@hotmail.com](mailto:peterprofessor@hotmail.com). Alternatively, you can call him in Seoul at 820-5396 (office) or 016-211-5396 (HP). Thank you very much!

**KOTESOL is an organization run by volunteers.** Conferences, presentations, publications, and the website are all produced by our volunteers. Without you we're nothing.

**KOTESOL** invites you to participate in shaping this growing organization. To get involved with your chapter or a committee see the contact information on pages 32 and 33 of this issue.



**The Future  
of KOTESOL**

*Thanks.*



## KOTESOL 2001 Financial Report

### OPENING BALANCE

Savings Account Balance: January 1, 2001 42,165,225

<u>REVENUE</u>	<u>Budget 2001</u>	<u>Actual</u>
Dues: Individual Memberships (Conference excluded)	12,000,000	7,975,000
Dues: Associate Members (Conference Fees included)	12,000,000	17,010,149
Library Subscriptions	0	50,000
Advertising (TEC)	0	365,100
Misc. (Interest, Pubs/Pins Sales, etc.)	0	1,205,653
PAC Journal Printing Grant	0	2,000,000
Conference Revenues (Memberships included)	10,000,000	9,650,979
Conference Advance Reimbursement	5,000,000	5,000,000
<b>Total Revenues</b>	<b>39,000,000</b>	<b>43,256,881</b>

### EXPENSES

Chapter Dues Shares	6,000,000	5,647,500
Officers' Discretionary Funds Disbursements	1,900,000	677,550
<b>Department Disbursements: Subtotal</b>	<b>2,900,000</b>	<b>943,258</b>
National Program Committee	500,000	113,218
KOTESOL Teacher Training (KTT)	400,000	214,100
Technology Committee	300,000	0
Publicity Committee	300,000	100,000
Publications Committee	300,000	160,000
Domestic Relations Committee	200,000	0
International Affairs Committee	100,000	0
Membership Committee	300,000	119,000
Associate Member Liaisons (2)	400,000	0
Membership Data Service	100,000	0
Employment Center (Conference)	0	236,940
Executive Council Meetings	3,600,000	962,050
Leadership Retreat	3,000,000	1,583,680
KOTESOL Rep. Int'l. Conference Travel Grants	4,200,000	2,552,200
Elected Officers' Travel	600,000	45,500
Office Matters (Stationery)	1,000,000	331,000
TESOL Affiliate Dues (2001, 2002)	300,000	511,748
<b>Publications: Subtotal</b>		<b>13,858,580</b>
Korea TESOL Journal 2000 Printing (2000 Budget item)	0	852,200
Korea TESOL Journal 2001 Printing	2,000,000	0
Library Inspection Copy Mailings	0	145,400
The English Connection (All)	7,500,000	7,131,590
Conference Proceedings 2000 Printing	3,000,000	1,815,200
Postage for Journal, Offprints	1,500,000	275,790
PAC Journal (All)	3,000,000	3,638,400
Technology Committee Purchases	3,000,000	449,200
KOTESOL Conference – Advance	5,000,000	5,001,000
Conference 2000 Featured Speaker (2000 Budget item)	0	144,224
<b>Total Expenses</b>	<b>48,500,000</b>	<b>32,707,490</b>
<b>CLOSING BALANCE</b>	<b>31,609,989</b>	<b>52,714,616</b>

*Note: All revenue and expenses are reported on a cash basis; i.e., they are reported when received or paid.*

#### **Auditors' Statement:**

*The accounts as stated above fairly reflect the actual position of Korea TESOL during the period defined.*

*February 16, 2002*

*Brian Heldenbrand, Roxanne Silvaniuk, auditors.*

# Calendar

edited by  
Louie L. Dragut

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## CONFERENCES

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- 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>
- May 18-19 '02** "JALTCALL2002: Local Decisions, Global Effects" The Japan Association of Language Teaching (JALT) CALL SIG, Hiroshima, Japan. Contact: (Email) <confchair@jaltcall.org> (Web) <http://jaltcall.org/conferences/call2002>
- Jun 22 '02** "Communicative Focus on Linguistic Forms in SLA" Applied Linguistics Association of Korea, Seoul, Korea. Contact: Prof. Dongil Shin (Email) <shin@sookmyung.ac.kr> (Web) <http://www.alak.or.kr>
- Aug 5-7 '02** "2002 LSK International Summer Conference" Linguistic Society of Korea, Seoul, Korea. Contact: (Email) <hssh@sangmyung.ac.kr> or <slk2000@hufs.ac.kr> (Web) <http://www.linguistics.or.kr>
- Sep 28-29 '02** "Peace as a Global Language" Japan Association for Language Teaching (JALT), Japan Environmental Exchange (JEE), and JAPANetwork, Tokyo, Japan. Contact: J. Nakagawa (Tel) +81-293-43-1755 (Email) janenakagawa@yahoo.com or <jane@ulis.ac.jp>
- Oct 3-5 '02** "A New Paradigm for Innovative Multimedia Language Education in the 21 Century" Korea Association for Multi-media Assisted Language Learning (KAMALL) 2002, Seoul, Korea. Contact: (Web) [http://www.kamall.or.kr/inter\\_conf/inter\\_conf\\_home.html](http://www.kamall.or.kr/inter_conf/inter_conf_home.html)
- Oct 14-16 '02** "The Challenge of Learning and Teaching in a Brave New World: Issues and Opportunities in Borderless Education" Hatyai, Thailand. Contact: (Web) <http://www.uum.edu.my/colt1>
- 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>
- Nov 22-24 '02** "JALT 2002: Waves of the Future" The 28th Annual JALT International Conference on Language Teaching/Learning, Shizuoka, Japan. Contact: (Email) <jalt.gol.com> (Web) <http://jalt.org/jalt2002>
- Dec 12-15 '02** "Language Testing In Global Contexts", The 24th International Language Testing Research Colloquium (LTRC 2002), Hong Kong. Contact: (Email) <egACLAR@polyu.edu.hk> (Web) <http://www.engl.polyu.edu.hk/ACLAR/ltrc.htm>
- Dec 16-21 '02** "13th World Congress of Applied Linguistics: Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity" Singapore. Contact: Anne Pakir (Email) <ashead@nus.edu.sg>

**Mar 25-29 '03** 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>

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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- 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>
- May 31 '02** "A New Paradigm for Innovative Multimedia Language Education in the 21 Century" Korea Association for Multi-media Assisted Language Learning KAMALL 2002, Seoul, Korea. Contact: (Web) [http://www.kamall.or.kr/inter\\_conf/inter\\_conf\\_home.html](http://www.kamall.or.kr/inter_conf/inter_conf_home.html)
- Apr 1 '02** "JALTCALL2002: Local Decisions, Global Effects" The Japan Association of Language Teaching (JALT) CALL SIG, Hiroshima, Japan. Contact: (Email) <confchair@jaltcall.org> (Web) <http://jaltcall.org/conferences/call2002>
- Apr 12 '02** "Communicative Focus on Linguistic Forms in SLA" Applied Linguistics Association of Korea, Seoul, Korea. Contact: Prof. Dongil Shin (Email) <shin@sookmyung.ac.kr> (Web) <http://www.alak.or.kr>
- Apr 21 '02** "Language Testing In Global Contexts", The 24th International Language Testing Research Colloquium (LTRC 2002), Hong Kong. Contact: (Email) <egACLAR@polyu.edu.hk> (Web) <http://www.engl.polyu.edu.hk/ACLAR/ltrc.htm>

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## JOB OPPORTUNITIES

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**Part-time summer teaching position** (July 15- August 16)  
TESOL Certificate Program, Ajou University Graduate School of Education, Suwon, Gyeong-gi Province. Subjects: SLA, Linguistics. Schedule: Four hours daily, Mo Tu Th Fr. Compensation: 50 000 won per hour; transportation fee provided for Seoul instructor; housing provided for outside Gyeong-gi/Seoul if necessary. Contact: Prof. Gerry Lassche <glassche@yahoo.ca>

**Tertiary Employment:** please contact Dr. Peter Nelson, (Email) <peterprofessor@hotmail.com>, to receive email postings.

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## SUBMISSIONS

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

# Who's Where in KOTESOL

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## NATIONAL OFFICERS & COMMITTEE CHAIRS

---

**Robert J. Dickey, President** Kyongju University 42-1  
Hyohyun-dong, Kyongju, Kyongbuk 780-712 (H) 055-356-  
0968, (W) 054-770-5136, (Email)  
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**Dr. Woo Sangdo, 1st Vice President** Gongju Nat'l University  
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**Dr. David E. Shaffer, Treasurer** Chosun University, College of  
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(Seoul H) 02-323-9152. (Email) <disin@mail.chosun.ac.kr>

**James Gongwer, Nominations & Elections Chair** (Email)  
<gongwer@hotmail.com>

**Craig Bartlett, KOTESOL Conference Chair** English Educa-  
tion Department Chunchon National University of Educa-  
tion (Email) <KOTESOL2002@yahoo.com> or  
<craigbartlett@hotmail.com>

**Trevor Gulliver, Publications Chair** (see info on page 4)

**Kirsten Reitan, International Affairs Chair** Graduate School  
of Pan-Pacific International Studies, Kyung Hee University,  
1 Seochun-ri, Kihung-eup, Yongin, Kyunggi 449-701 (W)  
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**John Phillips, Technologies Committee Chair (TechComm)**  
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<phillips@komet.net>

**Dr. Ju Yangdon, Conference Co-Chair** Hyecheon College  
(Email) <yjdu@hcc.ac.kr>

**Dr. Andrew Finch, Research Committee Chair** Kyungpook  
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## SEOUL CHAPTER OFFICERS

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**Kang Myung-Jai, President** Yeojoo Institute of Technology  
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**Peter Nelson, Member at large** Jungang University (C) 016-  
211-53969 (Email) <peterprofessor@hotmail.com>

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## CHEONGJU CHAPTER OFFICERS

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**Larry Hoffarth, Vice-president and Webmaster** Chongju Uni-  
versity (Email) <larr\_dog@hotmail.com>

**Kim Hye Ran, Treasurer** (Email) <knowitall@edunet4u.net>

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## JEOLLA CHAPTER OFFICERS

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**Brian Heldenbrand, President** Jeonju University, Dept. of En-  
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**Daniel Armfelt, Webmaster**, LG Chemical, English Instructor  
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(Email) <darmfelt@yahoo.com>

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## BUSAN CHAPTER OFFICERS

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<renshaw\_jason@hotmail.com>

**Ken Fitzpatrick, President** (C) 016-9218-2406 (Email)  
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<ksdu7111@yahoo.com.au>

**Huh Seon-A, Treasurer** (C) 018-570-2343 (Email)  
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**Jim Corbett, Cross-Cultural Understanding** (W) 051-756-0722 (Email) <jmcorbettjr@yahoo.com>

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**Ken Fitzpatrick, Trainee Webmaster** (Email)  
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## DAEJEON CHAPTER OFFICERS

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**Brian J. Quirk, Treasurer** Woosong University (W) 042-625-6922, (Cell) 019-470-5316, (Email) <brianquirk7@hotmail.com>

**Sharon Morrison, Communications Coordinator** Gongju National Univ. of Education (W) 041-850-1748, (Email) <moroconn@yahoo.com>

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**Steve Garrigues, President** Kyongbuk Nat'l Univ., Dept. of English Language & Lit., Taegu 702-701 (W) 053-950-5129, (Email) <steve@bh.kyungpook.ac.kr>

**Lee Kilryoung, Vice President** Yeungnam Univ, Dept of English Education (Email) <lee@ynuucc.yeungnam.ac.kr>

**Chae Joon-kee, Treasurer** Kyongbuk Nat'l University (W) 053-950-5291, (H) 053-424-7158, (F) 053-950-6804

**Julie Stockton, Secretary** 054-850-5698, (Email) <homework@korenet.net>

**Cho Jae-Young, Library** (Email) <jjyoung7@hotmail.com>

**Suh Kong-ju, Council Member** (Email) <prss727@hotmail.com>

**Kim Kyung-yong, Council Member** (Email) <kyk@mail.taegu-hc.ac.kr>

**Mike Stockton, Council Member** (Email) <mjs@handong.edu>

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## SUWON CHAPTER OFFICERS

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**Dr. Lee Mi-jae, President** University of Suwon, Dept. of English Lang. & Lit., San 2-2, Wayu-ri, Bongdam-eup, Hwasung, Kyonggi 445-743 (W) 031-220-2375, (H) 031-222-7697, (WF) 031-222-7522, (Cell) 016-739-7697, (Email) <mjlee@mail.suwon.ac.kr>

**Dr. Boyce T. Fradsham, Vice President** University of Suwon (W) 031-220-2113, (H) 031-352-7150 Ext. 1514, (F) 031-352-4616, (Email) bfradsham@yahoo.com>

**Gye hyeng Yu, Membership coordinator** Suwon Buk Middle School (Email) <egghead1@kebi.com>

**Gerry Lassche, Outreach coordinator** Ajou University Graduate School of Education (TESOL), (W) 031-219-1793 (Email) <glassche@yahoo.ca>

**Jeomjong Song, Secretary/Treasurer** ESL Dept., University of Suwon (Email) <jjsong@mail.suwon.ac.kr>

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## KOTESOL DEPARTMENTS

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### Research SIG

**David Kim, Facilitator** (Email) <dki@yongsei.ac.kr>  
<kotesolresearchsig@yahoo.com>

### Teacher Development & Education SIG

**Paul Mead, Facilitator** (see info under national officers)  
Global Issues SIG

**Jen Lalonde, Facilitator** (Email) <j\_lalonde@hotmail.com>

### Oral Testing SIG

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

### KTT (KOTESOL Teacher Training)

**Douglas Margolis, KTT Co-Coordinator** Dong Seoul College, #423 Bokjungdong, Sujunggu, Sungnam City, Kyonggido 461-714, (W) 031-720-2245, (Email) <douglas@dsc.ac.kr>

**Stephanie Downey, KTT Co-Coordinator** Kyungnam University, Wolyoung-dong 449, Masan, Kyungam, 631-701, (C) 018-553-3346, (O) 055-249-2827, (Email) <stefdowney@hotmail.com>

### TechComm

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

**Larry Hoffarth, National Webmaster** Chongju University (Email) <larr\_dog@hotmail.com>

**Seo Eun-Mi, Secretary** Hoseo University (Email) <emseo@sunny.howon.ac.kr>

**Hwang Sungsam, Treasurer** (Email) <ecloguehwang@hotmail.com>

**Tory Thorkelson, Inventory Manager** (Email) <thorkor@hotmail.com>

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## KOTESOL PAST PRESIDENTS

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*Scott Berlin, 1993-94*

*Dr. Kim Jeong-ryeol, 1994-95*

*Dr. Oryang Kwon, 1995-96*

*Dr. Park Joo-kyung, 1996-97*

*Carl Dusthimer, 1997-99*

*Dr. Han Sangho, 1999-00*

*Dr. Andrew Finch, 2000-01*

*Dr. Hyun Taeduck, 2001*

# 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  Online transfer Please make online 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 Affiliation (circle your choice):** Seoul, Gyeonggi-Suwon, Chongju, Daejeon, Daegu-Gyeongbuk, Busan, Jeolla, 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.)

**Email address(es):** \_\_\_\_\_

**Telephone:**

Home Phone: (\_\_\_\_) \_\_\_\_\_ Work Phone: (\_\_\_\_) \_\_\_\_\_  
Fax: (\_\_\_\_) \_\_\_\_\_ Cell Phone: \_\_\_\_\_

**Work Address:**

\_\_\_\_\_  
School/Company Name  
\_\_\_\_\_  
Address Line 1  
\_\_\_\_\_  
Address Line 2  
\_\_\_\_\_  
City / Province / Country \* POSTAL CODE \*

**Home Address:**

\_\_\_\_\_  
Address Line 1  
\_\_\_\_\_  
Address Line 2  
\_\_\_\_\_  
City / Province / Country \* POSTAL CODE \*

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

Please check all 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 (Email) <KOTESOL@chollian.net>  
Anyone can join KOTESOL by attending a local chapter meeting.

**www.kotesol.org**

## KOREA TESOL MEMBERSHIP INFORMATION

**All English teachers**, regardless of level or nationality, are invited to join KOTESOL. We welcome **native and non-native speakers** teaching at elementary, middle and high schools, hagwons, colleges and universities.

**College students** are also welcome to join as student members. The student rate only applies to undergraduate students; graduate students are under the "regular membership" category.

**People who are interested in the Learning and Teaching of English in Korea** are also welcome to join, as regular members, even if they are not currently teachers or students.

### MEMBERS ...

1. Can attend chapter meetings (of any chapter), and conferences and other events. Currently Korea TESOL has 7 active chapters: Jeolla, Daejeon, Chongju, Suwon-Kyonggi, Seoul, Daegu-Kyongbuk, Busan.
2. Can participate in KOTESOL SIG (Special Interest Group) activities, which currently include Global Awareness and Teacher Development & Education.
3. Receive a discount to attend the annual International Conference and Educational Materials Exposition.
4. Receive *The English Connection (TEC)*, a bi-monthly publication featuring articles related to language teaching/learning, teaching tips, reviews, job announcements, and notices of upcoming meetings and conferences, as well as information about a variety of language teaching materials.
5. Receive *The Korea TESOL Journal*, an annual publication featuring both practical and theoretical articles and research reports.
6. Receive the annual *Conference Proceedings*, a publication of papers and important releases from presentations of the annual International Conference and Educational Materials Exposition.
7. Receive a local chapter newsletter (whichever chapter you officially signed up through).
8. Advance announcements, pre-registration discounts, calls for papers, and early registration for the annual KOTESOL conference and other events (drama festivals, regional conferences, etc.).
9. Opportunities to build a network of important professional and cross-cultural contacts.
10. Access to the latest in quality teaching resources and related materials.
11. Access to employment postings and the Employment Center.
12. Professional recognition as a member of the leading multi-cultural EFL organization in Korea.
13. Opportunities to give presentations at KOTESOL venues and publish articles in *TEC*, *the Korea Tesol Journal*, *Conference Proceedings*, etc.
14. Opportunities to gain experience as a KOTESOL volunteer and leader at both national and local levels.

**Regular Membership**, Annual dues are 40,000 won.\*

**Undergraduate Student Membership**, Annual dues are 20,000 won.\*

**International Membership**, Annual dues are US\$50.\*

**Lifetime Membership**, Lifetime dues are 400,000 won.

**Educational/Institutional Membership & Associate/Commercial Membership**, cf. our website.

\* **Period of membership**: 12 months, from the month of application to the 1st day of the 12th month following that date.

\* **Renewals** shall run for a full 12 months. Membership expiry date: 1<sup>st</sup> line of address label used to mail *TEC* magazine.

*We need your feedback, active participation and help! Join us!*

**www.kotesol.org**

**Email: KOTESOL@chollian.net**

Rev. 2002-01-10

# 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 **한국어 교육 학회**

**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.