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KOTESOL

Communicative Language Teaching in Korean Public Schools:

An Informal Assessment

by Dr. Samuel McGrath

Introduction

This article focuses on the current status of communicative language teaching in the public schools in Korea. In order to promote communicative competence in the public schools, in 1992, the Ministry of Education mandated that English teachers use a communicative approach in class. They envisioned communicative language teaching (CLT) replacing the traditional audio-lingual method in middle school English teaching and the dominant grammar-translation method of high school teaching. The new approach was supposed to start in the schools in 1995. Six years have passed since the policy was adopted. However, no formal assessment by the government seems to have been done on the success or otherwise of the program.

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

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Language Institute of Japan Scholarship Again Available!

The 2001 LIOJ Summer Workshop will be held August 5 to 10 in Odawara, Japan. The Language Institute of Japan Summer Workshops are perhaps Asia's most recognized Language Teacher Training program. This is a premier week-long training seminar, where teacher-trainers from throughout Asia and the world present current methodologies in language teaching at both introductory and advanced levels. We would like all KOTESOL members to consider attending this high-powered teacher development program. Over 4,000 teachers have attended LIOJ Workshops in the past 31 years!

Each year since 1969 many well-known teacher trainers in the fields of language teaching and intercultural communication have been LIOJ International Summer Workshop for Teachers of English guests at the Workshop. The Summer Workshops have hosted guests and scholars from Cambodia, China, Indonesia, Korea, Laos, the Philippines, Singapore, Thailand and Vietnam. Morning classes run three hours a day for the duration of the Workshop. Prior to the Workshop, participants select a class to join, and continue with that class throughout the week. The morning classes are always popular for a number of reasons, one of which is that they give the participants the opportunity to share some of their own expertise with their peers.

Internationally renowned guests in recent years have included:

J.D. Brown, Kip Cates, Colin Granger, Kathleen Graves, Brenda Harris, Marc Helgesen, S. Kathleen Kitao, Kenji Kitao, Kaoru Kobayashi, Alan Maley, Yoko Matsuka, Tim Murphey, Sen Nishiyama, David Paul, Michael Rost, Susan Stempleski, Peter Watcyn-Jones, and Boyce Watkins.

Workshop participants are able to choose from a variety of presentations each afternoon and evening. The presentations cover a wide range of both practical and theoretical EFL-related topics, as well as topics related to international education.

In addition to the professional development activities, we have some fun in the Workshop. Besides the opening and closing night parties and an evening out in the town of Odawara, in the middle of the week LIOJ hosts "International Night," which is always very popular. Participants spend the evening exploring displays from different countries around the world and watching cultural performances.

For more information on the Workshop,

check their website at

www.geocities.com/Athens/Delphi/4091/workshop.html

or contact them at (email) <lioj@pat-net.ne.jp>

or (Tel) +81-465-23-1677 (Fax) +81-465-23-1688

or mail to

LIOJ Asia Center Odawara

4-14-1 Shiroyama

Odawara, Kanagawa 250-0045 JAPAN

KOTESOL-LIOJ Scholarship Details

As for the past five years, KOTESOL has a scholarship available for a practicing primary/secondary school teacher to attend this pre-eminent program. The Scholarship winner will deliver two presentations at the Workshop:

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- b) a presentation on a theme related to English education in Korea;

as well as

- c) prepare a simple table exhibiting "Korean culture," and
- d) prepare a brief demonstration of an aspect of Korean culture.

The Scholarship will

- a) reimburse round-trip airfare from Korea to Japan,
- b) reimburse round-trip ground transportation expenses from the airport to LIOJ,
- c) waive tuition for the Workshop, and
- d) provide room and meals for the teacher participant for the duration of the Workshop.

If you are interested, please ask your KOTESOL Chapter President to nominate you by April 13, 2001. You must be currently employed in a Korean primary/secondary school, and a member of KOTESOL to qualify.

We require your CV (resume) and a short statement (250 words maximum, in English) on "How I will share this training to benefit English language teaching in Korea."

Email your CV and statement to KOTESOL@Chollian.net

The English The Connection

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Let's go for the Korea TESOL ideals



현 태 덕

Dear KOTESOL Members,

Spring is coming. Willows have got their new buds, magnolias are getting ready to burst out their flowers, and azaleas are going to redden mountains. New lawn buds are awakening and collecting energy to sprout up, breaking the earth. All things will enjoy their lives when spring comes, and bear fruit in autumn. I have a hope that Korea TESOL will awaken, get into action, and go for its goals as the new spring comes.

The most important role of Korea TESOL is to advance English Education and Teaching in Korea. English education was done mainly through "eyes" before, but it is being done through "mouths and ears" since English education was introduced at the elementary school level. The seventh educational curriculum emphasizes the importance of communicative English teaching. KOTESOL will be able to facilitate the implementation of the new curriculum.

President's
Message
by
Hyun Taeduck

KOTESOL is asked to devote itself to disseminate ground floor teaching experiences. Theories can be learned by reading academic papers, articles and books, but teaching techniques and skills are acquired by actual classroom teachings. The Korean proverb "A hundred hearings are not worth a single viewing" should be replaced with "A hundred viewings are not worth a single experience." Classroom experiences are expected to be disseminated through conferences, workshops and seminars. Korea TESOL is a most appropriate organization in performing this task.

All our members are wonderful human resources. We have much potential for developing useful teaching materials, and for writing books. Let's go for these ideals which we believe in. We can develop a book on teaching skills, a teaching resource book, a classroom English book, an everyday idiom book, a Konglish book, and/or a Korea tour guide book. Let's share this idea among members and see the fruition realized.

I am ready to listen to ideas and opinions of KOTESOL members, and to do my best to facilitate members' job-related work. I understand KOTESOL exists for the advancement of English education in Korea and to help its members.

We need to initiate positive changes before we are asked to change ourselves.

Editor's Note: Dr. Hyun Taeduck became KOTESOL President upon the resignation of Andy Finch, who left for employment in Hong Kong. We join all KOTESOL Members in welcoming Dr. Hyun, who succeeded to the Presidency in January, nine months prior to the scheduled change in office (see the KOTESOL Constitution at the back of this issue for legal particulars).

Communicative Language Teaching

(continued from the front page)

Since this paper is based on a survey that was not conducted according to stringent academic research practices, it may be considered an informal assessment. The author undertook this informal survey during the summer and fall of 1999 between two different groups of students and teachers. The first group consisted of slightly more than 100 Korean English teachers from middle schools and high schools in South Kyongsang province who were

was to be shifted to a form of teaching that would develop learners' communicative competence. The government's intention was to prepare Koreans, not just to know about English but to be able to function in it (Ministry of Education, 1992). The underlying reason for government's new policy on English teaching in the public schools was its wish to keep Korea competitive in a global economy. Consequently, through the Ministry of Education, it replaced the grammatical syllabus that emphasized grammar-translation teaching and introduced a new series of middle school and high school textbooks

and introduce activities to get the students communicating. Rote and rigid teaching from a prescribed textbook is discouraged, though use of a textbook and grammar study are not eliminated altogether.

Implementation of CLT in Korean Schools

Has the shift in focus to communicative English over the last six years, according to government policy, made any difference in the way English is now taught by the teachers or learned by the students in Korean schools? The answer generally seems to be no. Students in the survey said the traditional teaching methods and the grammar approach are still most common in the high schools from which they graduated. Greater use is made of tape recorders and audiovisual equipment and materials but little activity takes place in the classroom to encourage English conversation among students. Graduate students, many of whom are practicing teachers, said that some attempts are being made by some schools to encourage use of the CLT method in English classes. Generally, however, it is not used widely and the old way of teaching English is still the norm.

Active student learning is the main learning style advocated by CLT

attending summer in-services at KNU (Kyungpook National University) and at the Teachers Training Institute in Kumi. The second group consisted of nearly 100 graduate and undergraduate students at KNU during the fall semester, 1999. All respondents were asked to discuss in small groups ten common questions about English teaching and learning in Korean schools. Then, during another class they were asked to individually write a commentary on the ten questions in the form of a letter. The conclusions mentioned in this paper on the status of CLT in Korean public schools come from the results of this survey.

English Teaching in Korea

Prior to 1992, the grammar-translation method of teaching English in high schools throughout the country was generally the acknowledged and accepted core method of instruction and evaluation. Audio-lingual instruction was offered in the middle schools by way of cassette tapes and language labs, more as a means of adding variety to the textbook material than to encourage the students to use English. Essentially, the grammar, vocabulary, translation style of teaching from a textbook prevailed in virtually all schools, and students sat at their desks and passively engaged in the mechanical practice of analyzing language patterns pertaining to technical and structural English (Shaffer, 1999).

In 1992, the government mandated a change to this traditional approach. Beginning in the 1995 school year, the focus

to correspond to the new teaching approach. Additionally, the government declared that English teaching would begin in Korean elementary schools beginning in 1997 where the focus would also be on acquiring communicative skills in English.

Communicative Language Teaching (CLT)

Teaching English by using a communicative approach was not a new concept in foreign language teaching in 1992. This style of teaching and learning had been practiced in England and other West European countries since the 1970s (Richards and Rodgers, 1986, p.65) when ongoing economic and social changes in Europe were similar to changes occurring in Korea today.

In essence, the CLT approach is to teach English for the purpose of communication, that is, to give students the ability to use the language rather than simply to know its structure, grammar, and vocabulary. Active student learning is the main learning style advocated by CLT (Li, 1996, p.678). This is achieved through participation in communicative activities such as dialogues, games, role-plays, discussions, interviews, questions and answers, personal anecdotes, and self-introductions, among others. Teachers are to be facilitators of communication where their role is to create a classroom environment that purposely encourages students to interact by speaking to one another in pairs or in small groups. Their main job is to design

There are many and varied reasons for this lack of wide implementation of CLT in Korean schools. From the students' perspective, the main reasons are related to in-school factors. They said the teachers only do what is expected of them; namely, teach students the material that will appear on the tests. In terms of participatory learning through student interaction, it is difficult for teachers to encourage students to be active in class because of the large class size, on average 40-50 students. Thus, it is impractical to have exercises and activities related to speaking English. Too few students would have an opportunity to participate and it would reduce the time the teacher has to cover the textbook material. Plus, even if time were available, many Korean English teachers don't feel confident enough in their ability to speak English to encourage the students to do so. Similar difficulties also make writing exercises impractical in class. The teacher doesn't have enough time to correct the students' writing mistakes or to teach them writing in the first place. And, ultimately, students don't need good writing skills to get a good score on the tests. Consequently, these functional activities

are not a part of English language learning.

Students also spoke about various pressures on the teachers from parents and the school. Parents expect their children to do well on school tests and consequently expect teachers to teach them the test material. The school's goal is to have as many students as possible pass the tests and to have a high percentage of its students go on to university. This causes teachers to drill the students into memorizing word lists, grammar rules, and idiomatic expressions in order to prepare for the English test. The most important thing of all is that students get a good score on the test.

The English teachers who gave their views offered some of the same reasons as did the students. Some said they would like to teach using the CLT approach but it is impractical to do so. Korean classes are simply too large to efficiently hold interactive exercises in the classroom. Control would be impossible to maintain and teachers would quickly lose their authority over students. Plus, even if classes were smaller, the students would not respond well because they are not used to the kind of participatory learning that CLT proposes. And Korean students aren't motivated to speak English because they don't have the opportunity to practice English outside class. For all but a few of them, there are no English speakers in their neighborhoods that they could speak to. Moreover, students are still tested on grammar and vocabulary in their school tests so they know these are the important things to learn.

Most of the teachers confirmed what the students said, namely, that they don't speak English well enough themselves to dialogue with their students. Nor do they have a sufficient understanding of English or American culture to readily answer questions raised by the students. The risk of losing face through their inability to speak English well, or the potential loss of respect of their students because they can't answer their questions, inhibits many from even attempting the communicative approach in class. It's safer in terms of maintaining their image as teachers to simply teach the familiar and secure grammar method. Until they are better prepared in terms of their own English language proficiency and they understand CLT better, and the school situation changes, teachers

say it's impractical to implement the communicative approach in Korean schools.

The teachers also had much to say about oral testing which they said was necessary if communicative English was to be the style of teaching in the schools. They said the main difficulty is class size. There are just too many students in any one class to test them orally. It would take a long time to finish even one round of individual oral tests and there would be nobody to supervise the other students while the teacher was conducting the tests. Another obstacle is the assumed subjectivity of oral tests. How does one judge the content of an oral test and the language used by the student? Teachers feel they would individually use their own standards of correctness and fluency because their colleagues wouldn't agree to use the same evaluation criteria in a test. Plus, the teachers would all mark their own students too high. Unlike English grammar and vocabulary and translation where objectivity is more obvious, oral testing doesn't have such clear mea-

that the policy of the Ministry of Education for communicative English teaching has not made any significant inroads into replacing the traditional way English is taught in Korean schools. At best, the policy seems to have been only halfheartedly adopted by school administrators and only partially implemented by some English teachers.

Conclusions and Implications for Students

More in-depth research is needed to thoroughly assess the success or otherwise of the CLT "experiment" in Korean schools. Solutions need to be raised and examined on how some of the obstacles to implementation can be overcome, especially at the administrative and education system levels in order to create an environment for teaching functional English. The English language curricula in universities that have a teachers college may need to be examined in order to assess how well pre-

the impact on teachers needs to be examined

sures of right and wrong. And, they said it was upsetting that there are no prescribed, ready-made oral tests given to them by the school or Ministry of Education. Presumably, they are expected to design their own tests even though they aren't given any training in how to do it.

On the subject of training, or in-service, the teachers said that very few of them had received training in the communicative teaching method. The government had provided only limited funding for training so only a small number of teachers could attend when sessions were held. Most teachers have little understanding of CLT methods and virtually no information about oral evaluation. The information that some of them do have, they learned in general methods courses in university, or from attending one or two teacher conferences, or from a demonstration lesson held at a high school. As a consequence, their understanding of CLT is patchy and fragmented, not nearly enough to give them confidence to teach this method in the classroom.

In short, then, if substance can be given to the opinions of the Korean students and teachers who were surveyed, it appears

pared young student teachers are to teach communicative English when they graduate from college and enter the school system as English teachers. Practical information would appear to be needed about oral evaluation and testing methods and the feasibility of replacing grammar-based tests with oral tests. Discussion may be needed related to EFL teaching vs. ESL teaching; distinguishing between the two and identifying which is appropriate to adopt or adapt in the Korean public school system. And finally but not conclusively, the impact on teachers needs to be examined in order to assess what it means for them to discontinue a long established and familiar form of teaching, and to be mandated to replace it with a new, untried, and unfamiliar approach. Such collective research would go a long way toward assessing the merits and success of the 1992 policy on English language teaching in Korea.

The schools were the main focus of the discussion simply because they are at the center of public policy for English education in Korea. Assuming that many of the comments relating to the lack of communicative teaching in schools are valid, what

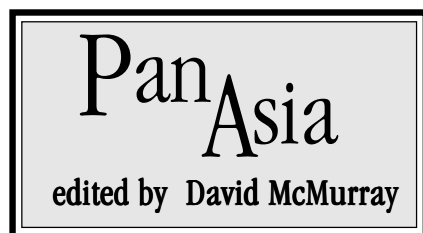
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2001: A Language Odyssey

by David McMurray

The long journey that our foreign language teaching profession has taken — including the exciting innovations, trials and tribulations — comes into focus at the next Pan-Asian Conference 2001: A Language Odyssey.

The conference begins by listening to the voices of youth. High school-aged students from Korea and elsewhere around the world



who are taking part in an Asian Youth Forum will address the 2,000 or so expected participants. Dennis Woolbright, a teacher known across Asia for his popular presentation

on “Public Speaking in 3 Minutes,” is coaching these students who are sharing an international exchange experience organized by KOTESOL’s Carl Dusthimer and JALT’s Kip Cates and a host of other generous volunteers.

PAC is a coordinated Pan-Asian series of Conferences, collaborative research efforts and publications program that has been exploring common interests and issues in language teaching and learning from an Asian perspective since its inception in 1994. Three questions relevant to our profession made their debut at the first conference held in Bangkok in 1997 and presenters at PAC3 are gearing up to answer them.

1. Are we moving toward an Asian methodology?
2. What is the usefulness, necessity, and possibility of an Asian model?
3. How do students learn best in Asia?

EFL needs in Asia are different from ESL needs in the US and UK; perhaps they are also different from EFL needs in South America and Europe. The Pan Asian Conference is an opportunity for teachers to share their discoveries about these successes, and how they are incorporating these factors into an improved Asian model for an educational system.

The full cast of main and special speakers includes teachers who were nominated by their peers to demonstrate the benefits of sharing the ways we teach English with colleagues of other countries in Asia: notably, Arunee Viriyachitra, Ph.D., from Chiangmai University, Thailand and Dr. David Nunan who will be collaborating on stage during their plenary presentation. Teacher-trainer Tessa Woodward from the U.K., Adrian Underhill of IATEFL, and the Hong Kong and Australian team of Christopher Candlin, Ph.D., and Anne Burns, Ph.D. who have made tremendous headway in dictionaries, real English and action research are also ready to add to the vibrant debate of what teaching in Asia means. This year’s JALT Asian Scholar, Raul Laborte, is a high school teacher from the Philippines who will share his insight on why so many people in the Philippines are fluent in English. The

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Report on the ThaiTESOL conference “The Power of Practice”

by Andrew Finch

ThaiTESOL has come a long way in the years leading up to its 21st International Conference, which took place in the Queen’s Park Hotel, Bangkok, on January 18th – 20th. Hopefully, KOTESOL, when its 21st Conference arrives, will also have a host of sponsors (some of them able to finance a sumptuous Hotel Venue) and myriads of dedicated members who can be counted on to organize and implement from year to year. These were my thoughts as visiting KOTESOL representative, as I set out to investigate a number of questions:

- What can KOTESOL learn from ThaiTESOL in terms of conference organization and general organization (and vice versa)?
- What links exist between the two organizations, and how can these be strengthened?
- Are there similarities between the teaching situations in Thailand and Korea?
- How do ThaiTESOL and KOTESOL fit into the world TESOL scene?

The first question was answered by two concepts: “organization” and “consistency”. 21 years of experience and building contacts has produced a conference that runs smoothly and seemingly effortlessly. From helpful pre-conference emails to the informative conference website, the impression was that this event had been well thought through. This impression was confirmed upon arrival at the venue: swift and painless registration; a conference bag full of catalogues; a comprehensive conference book; a well-balanced schedule; a reasonable amount of time between presentations; easy access to presentation rooms; appropriate available equipment; comfortable audience chairs; and lots of publishers’ booths in a central location. In other words, the logistic factors that can have a detrimental effect on participants had been well-addressed.

Having said this, how did this conference inform me, as a language teacher? Plenaries by Adrian Underhill and Tom Hutchinson were excellent, as was the “featured speaker” slot given by Alan Maley (who works in Thailand). It was worth the trip to Bangkok just to listen to and meet these people, and to set the brain cells in motion. The same was not true, however, of other presentations. As Alan Maley pointed out, Applied Linguistics has not fulfilled its promise of the 1960s, and (as Adrian Underhill mentioned), language learning is far too complex an activity to be described by traditional science. Yet the schedule contained a significant number of presentations which ignored both of these considerations and propounded views of language learning which have been shown to be unfounded in theory and practice. Another of Alan Maley’s points was that those Second Language Acquisition (SLA) findings that **have** been verified are generally inaccessible to (or ignored by) normal teachers, and do not reach the classrooms they are intended for. In view of this, KOTESOL would do well to pay attention to contemporary and proven ideas when vetting conference abstracts.

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Empowering Students With Learning Strategies

by Douglas Paul Margolis

Developing learner autonomy by teaching learning strategies can increase learner effectiveness. Three particular areas where Korean students might benefit from a learning strategies approach are the following: 1) managing emotions, 2) developing compensation skills, and 3) improving social interactions.

Managing Emotions

Brown (1980) wrote “meaningful language acquisition involves some degree of identity conflict as the language learner takes on a new identity with his newly acquired competence” (p. 105). This conflict arises as self-esteem, ego, and motivation face the inevitable errors and frustrations of language learning. Students who can manage their emotions well will more likely make progress. One of the simplest strategies for reducing anxiety, though many people ridicule it until they’ve used it, is deep breathing. If students are aware that deep breathing can help relax them, they might discover that one calming, deep breath could be enough to help them produce the proper response when they feel tense. Oxford (1990) also identified meditation, progressive relaxation, and the use of music and laughter as other strategies for lowering anxiety. Adult students often report that a glass of wine before language class makes them more comfortable and open to learning and practice. (But not too much!)

Additionally, students need to tap into the power of positive thinking. Barrett (1992) suggested identifying negative thoughts, writing them down, and throwing them away. Or burning them! Then, have students replace the negative thoughts with positive ones, such as: “I can learn English,” “I am smart enough,” “I’m making good progress,” etc.

Developing Compensation Skills

Communicating in a foreign language always requires some effort to compensate for unknown or forgotten words and expressions. Korean students often freeze and withdraw from the communication

when they face an unknown item. Windle (2000) suggested that cultural reasons contribute to this behavior. Regardless of the cause, however, this strategy tends to break down the interaction and stop communication altogether—which does not help in learning the new language. Therefore, providing students with strategies that maintain the interaction and facilitate communication will increase their practice time and reduce their frustration.

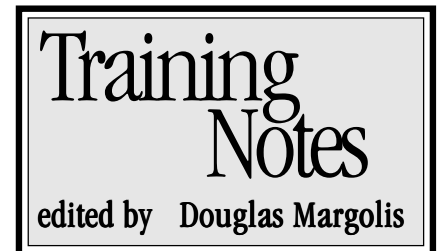
For overcoming limitations in speaking and writing, Oxford (1990) offered the following strategies: switching to the mother tongue, asking for help, using mime or gestures, changing the topic, adjusting or approximating the message, coining new words, and using circumlocution or synonyms. In addition, other strategies might include using metaphors, associations, common experiences and stories to convey the missing knowledge. The more strategies for compensating that students know, the more likely they can talk their way out of a pinch.

Teachers can also increase student compensation skills by promoting creativity. One way is to emphasize divergent thinking. Instead of questions that demand one correct answer (convergent thinking), give students tasks that have no single correct answer, but many possibilities (divergent thinking). Asking students for ten possible dialogues in a given situation, or ten ways to greet people, or ten ways to apologize exemplify this approach. Another technique is to **not** give students translations, transcripts, or “answers” all the time. Instead, help guide students to interpret texts as they see appropriate and let them face multiple, probable interpretations, rather than one correct answer. The idea that there is only one correct answer in second or first language communications is wrong and debilitating.

Improving Social Interaction

Many students try to learn foreign languages alone, divorced from social interaction. While independent study is necessary, students can’t develop communicative competence without interaction. Thus group and pair work in class are important. Also, discussing group dynam-

ics is helpful. One activity to focus on group dynamics is “**the fishbowl**.” “The fishbowl” is like a role play, but instead of a performance, the students in the center are working through a task or problem. The rest of the students watch the interaction. Afterwards, students com-



ment about the group dynamics of the people in the fishbowl. The teacher can help the discussion by asking questions like, “who talked the least?” “Who talked the most?” “Who facilitated the process?” And “who helped to keep the group on task?”

In addition, physical games can develop interaction skills. For example, “**Untie the Knot**,” and “**Blindfold**.” “Untie the Knot” is a game where people put their hands into the center of the group and grab the hands of two different people. Then the group tries to untangle the knot without anyone letting go. To succeed, the group must cooperate. “Blindfold” is a partner game, where one person is blindfolded and led around the room by the other. The blindfolded person is forced to rely on the seeing person for information. Games such as these focus student attention upon interaction, reliance upon others, and cooperation skills. They are also fun, reduce anxiety, and break the ice.

Conclusion

In sum, learning strategies are an important way to empower students and make their study time more efficient and effective. Given that research today generally suggests that language teaching does not produce a linear and predictable development of language skills by students (Skehan, 1996), learning strategies training is one way that teachers might be able to produce desired results.

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Reading for Fluency

by Joshua A. Snyder

As teachers of English as a foreign language, we are often approached by students asking about the best way to study English. When asked this question, I first



tell my students to develop a program of study that suits their own needs and interests. I then tell them to follow that program regularly, thirty minutes a day from Monday to Friday, for example. Then, if the student in question has basic conversational competence, I usually advise him or her to go to the library to choose an English book and to read that book cover to cover, using a dictionary only as a last recourse. To benefit most from reading, students must be instructed in what I like to call "reading for fluency."

"Reading for fluency" is very different from the reading exercises with which most Korean students are familiar. The short difficult passages found in TOEIC examinations may serve a purpose, but achieving fluency is not it. Equally difficult passages used in high school and university English classes taught by Korean instructors who translate phrase-by-phrase and clause-by-clause likewise do very little to improve one's overall communicative competence in English.

"Reading for fluency" entails quick reading using a dictionary only when the meaning of a sentence is completely unclear due to

an unfamiliar word. When we learn our native language as children, our brains are forced to guess meanings of unknown words from the context of what is being said. This is one way in which we learn to think in our mother tongue. Reading without constantly consulting a dictionary and by guessing at the meanings of new words will help our students think directly in English. This is a skill that is sorely needed by our Korean students.

Students in Korea have precious few opportunities to practice their English skills. A book, be it a novel or a work of non-fiction, offers students a wealth of real language to digest. By carefully selecting a written work, students essentially have the opportunity to interact with a master of the English language. It should be stressed that reading is not an entirely passive process. It is an interactive process that requires active participation on the part of the reader. Reading is in effect communication between a writer and a reader.

It is important to remember that language is a whole, and that working on reading will simultaneously improve speaking, listening, and writing skills. It is impossible to compartmentalize the various skills involved in learning a foreign language. In Korea's recent zeal for communicative language teaching, it is not wise to abandon the written word. The various skills complement each other, and reading will help our students' speaking, listening and writing.

Perhaps the most important advice we can give to our students is that they approach their chosen book not as a difficult task to be completed, but as something to be enjoyed. They should choose a book that reflects their own personal interests or

tastes. Korean students have surely been exposed to books translated into Korean from English or another language. They should be advised to recall a book that they particularly enjoyed, find it in English and try reading it anew. It is very important that the book stimulates interest so that pleasure can be taken in reading it. Truly any book, as long as it provides the reader with enjoyment, will be of help. My Korean teacher told me she read *Little House on the Prairie* in English for hours on end late into the night out of sheer enjoyment. It is that type of enthrallment that should be aimed for in reading for fluency.

Our goal as teachers of English as a foreign language should be not only to offer our students excellent classroom instruction, but also to offer them the tools they need to improve their language skills on their own. Instructing highly motivated students to read for fluency is an excellent way to do just that. So please advise your students to go to the nearest library or well-stocked bookstore, browse through the section dedicated to foreign language books, and choose a book of interest. Tell them to then take it home and start reading it without their dictionary. If it turns out to be boring, they should take it back and choose another. The most important thing is that the student enjoys the reading, so he or she should be ready to try out several different books. Following these steps will result in a steady increase in English fluency.

THE AUTHOR

Joshua Snyder holds a Master of Education degree in TESOL from the State University of New York at Buffalo. He has taught in Korea since 1997 and is currently a visiting lecturer in English at the Pohang University of Science and Technology.

Training Notes
continued from p.9

THE AUTHOR

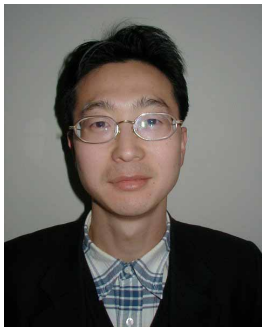
Douglas Margolis teaches at Dong Seoul College near Sungnam City. He is the KTT coordinator and a frequent KOTESOL lecturer and speaker. Email:dpm123@teacher.com, (031) 720-2245.

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Our Member Spotlight this month is on Kim Kyung-Yong or Ben as he is known among the English-speaking circuit. He is employed at Taegu Health College, teaching internet English and practical English. Also, as an administrator for the school, he is in charge of international affairs. His hometown is Taegu, and he claims that until going to United States of America to study he had never moved out of Taegu.



Ben Kim

Ben earned his Bachelor's Degree in Animal Science from Yeungnam University. After working for Taegu Livestock Feed-mill Company for two years, he decided to continue his studies in the USA. He tells us, "With strong determination, I quit my job and landed at C. W. Post/Long Island University in New York, switching my major to TESOL for a Master's Degree. Then I was accepted to New York University (NYU) for a doctoral program in TESOL. Currently I am working on a dissertation with frequent e-mail exchanges with my advisor at NYU on the topic of cross-cultural pragmatics in the speech act of complaining."

Ben has been involved with KOTESOL since his return to Korea one and a half years ago. He says "I feel fortunate getting to know the existence of KOTESOL early, thanks to Dr. Lee Kilyoung of

Yeungnam University." Not only is he receiving useful input from KOTESOL, but he also tries to share his knowledge and to work for KOTESOL. So far he has given a presentation three times at different conferences. For Taegu Chapter he is responsible for registration. In addition he is now taking the position of Publicity Chair for our Ninth National Conference.

On teaching philosophy and style, Ben says that teaching English can be viewed as an art. In art perspectives are neither right or wrong: they are simply more or less appealing to various audiences. In the Talmud there is a proverb, "Give a man a fish and he eats for a day. Teach him how to fish and he eats for a lifetime." In today's modern society, just as there are many different kinds of rods, different kinds of bait and different fishing locations, all of which offer a variety of choices and experiences, there are different ways of teaching English. Depending on the given teaching environment and considering learner variables (e.g., age, proficiency level, and educational background), flexible and diverse teaching methods need to be applied. Therefore, he is open to everything that every language teacher and researcher presents and will choose whatever is useful.

On the subject of travel Ben comments that having lived in New York for six years he is quite familiar with the area. While staying in New York he traveled to many of the Eastern US states from Maine to Virginia, also visiting some of eastern Canada, such as Toronto, parts of Quebec, including Montreal, and Ottawa. This past summer and winter Taegu Health College sent

him to Thailand and California respectively. He adds, "All in all, I think there was no place more exciting than Manhattan."

For hobbies he likes to read books and see movies. His most recent extra curricular activity has become wrestling on the bed with his two sons, five and three years old.

For the future "finishing my dissertation will take a top priority in this year's plans.

Membership Spotlight

edited by **Jerry Foley**

Without completing my dissertation, I always feel pressured and shackled, which plays an inhibiting factor to be fully active in my career. Secondly, I want to develop www-based communication activities. As more students encounter on the internet, the use of it in teaching English increases. Eventually, in helping students to be autonomous learners, the World Wide Web will pay an important role by providing a structured framework for practicing their conversation skills through communicative tasks that are challenging, motivating, and fun. Finally, last December my college established a cooperative agreement with California State University, Dominguez Hills, I plan to implement the practical exchanges of faculty/students and information between the two institutions."

CLT continued from p.7

are some of the implications that can apply to the students? With regard to further learning and use of English, will our students be competitive or cooperative in their attitudes and outlooks when they become workers and teachers? Will they be passive or active language learners should they continue their education at a college or university? Will they be diffident or confident individuals as they encounter new challenges and experiences in life where English has a presence? Will they continue to be conformists in their corporate (work) behavior instead of being creative and interactive professionals and employees who can adapt to and cope with

the demands to function more effectively in English? Will their superior memorization skills be equally matched with skills for understanding and utilizing and integrating global information that will advance them individually and enhance Korea nationally? It's difficult to make any definitive statements about these questions or come to any valid conclusions about the assumptions contained in them. One can assume what the outcomes might be but, at best, one can only speculate on them.

THE AUTHOR

Dr. Samuel McGrath is a professor at Kyungpook National University in Taegu.

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www.kotesol.org

The Asian Youth Forum (AYF) Online

In 1999 PAC began the Asian Youth Forum (AYF). The aim of AYF is to bring together college-aged students through the medium of English-as-an-Asian



language to discuss language, culture, education, and global issues that affect their world today. By doing this, we expect to bring about a better understanding of the world they live in and provide students with the tools to become global citizens and leaders in the new millennium. The primary media for this unique and exciting exchange will be the AYF website and the Pan Asian Conference series. The AYF website will be a continually growing and evolving means of student-student and student-teacher interaction. Here is a glimpse of what AYF Online will look like.

Online Concepts: EFL Help Board, Chat rooms, and student-generated material. These are just a few of the items planned for AYF Online. Between the actual face-to-face encounters at the PAC conferences, AYF participants will be able to keep in touch, and keep the ideas flowing, and the momentum going, through "virtual" AYF activities in cyberspace. These activities include:

1. Chat rooms and Discussion Boards:

These will be established and categorized by age and subject matter.

2. Country Profiles: These descriptions of the participating countries will provide participants with basic facts about each country. Facts will include those about traditional and modern culture and the rapid changes taking place in these countries and throughout Asia. Much of the information about modern culture and happenings will be student-generated, allowing and promoting more relevant discussions about developments in Asia. A component of this would allow for student and teacher interviews on a range of subjects.

3. Leadership: The theme for the second AYF in Kitakyushu this November is "Developing Leaders for the 21st Century." This will be reflected on the website with lesson plans that teachers can use in their classes, and with interactive content designed to allow students to exchange views on leadership with others throughout Asia. The content will include readings, online discussion topics, essays and other contributions by students and teachers.

4. AYF Information: The information available here includes application forms for participating in AYF2, preparatory materials for AYF2, and an alumni section. There will also be links to other youth organizations in Asia and around the world.

AYF Online is a web-based resource for students and teachers. We invite you to visit the website and join the AYF experience. The address is:

www.asianyouthforum.org

Note: The leadership teaching materials will be available from April 15.

ThaiTESOL

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I found time to look at publishers' booths, and to reflect on the excellent organization of the conference. Hotel staff were busy preparing coffee and cakes (lunch - including vegetarian - was also free), presentations were taking place at their allotted times and in their allotted rooms, and there was a wealth of teaching-, learning- and study-texts to browse in the central publishers' area.

The second and third questions (above) to be investigated at the ThaiTESOL conference involved links between the two organizations and the similarity (or otherwise) of the two teaching situations. Personal links between executive members in Thailand and Korea have been built up by Dusty and others, and are always inherently valuable. There seems to be every

sign that these will continue and that both organizations will benefit from them. Meanwhile, brief encounters with conference-goers indicated that a high proportion of attendees were Thai nationals, teaching in secondary schools and universities, where class sizes averaged 40 - 50 students. This impression was confirmed at the closing ceremony, where the Executive Council were introduced. In contrast to Korea, the large majority of Officers were (female) Thai nationals. ThaiTESOL obviously benefits from the sort of member-consistency that has not been found in KOTESOL, where many foreigners come and go. Thus next year's conference title and dates were already highlighted at the closing ceremony ("Inspiring Change in ELT", January 17-19, 2002), and the (same) conference committee were well into planning and implementing.

Finally, viewing ThaiTESOL and KOTESOL as part of the global whole, it

must be said that both are essential to the dissemination and encouragement of informed teaching practices in their respective countries. The broader picture was also evidenced by the presence of executives from JALT, IATEFL and TESOL, who came together for a meeting regarding the upcoming PAC3 conference in Kitakyushu in November 2001. It was further interesting to me that ThaiTESOL executives were joined by Adrian Underhill and other invited speakers after the conference, and traveled to Laos, to attend and support the second language teaching convention in that country. ThaiTESOL was thus helping to broadcast EFL in other countries, less fortunate in terms of financial and political support.

Editors' Note:

Dr. Andrew Finch has recently moved to the Hong Kong Polytechnic University, where he is Language Testing Consultant.

Valentine Valencies

Love. A many-splendoured thing, we're told, and it's on our lips since spring has sprung with its many romantic celebrations in Korea. First, Valentine's Day, when ladies bestowed gifts on gentlemen. One month later White Day on which men woo women with flowers and the like. Finally, Black Day, April 14, when lovesick (or not) singles can commiserate over JaJang-Myun, Chinese noodles.

As historians know, these traditions are quite removed from the two saints after which Valentine's Day was named. But such change is natural: secular holidays are rarely faithful to original holy days, and, similarly, words are semantic infidels. Words tend to be polyvalent, rich in layers of meaning ranging far from "original" sources. Today, then, we take a light-hearted look at several semantic changes in the lexicon of love.

Note, for instance, the aforementioned, seemingly innocent "gifts": a gift is simply

something given. It sounds far less lovely, however, when one considers "gift" narrowed in Old English to "payment for a wife". Moreover, it means "poison" in some Germanic languages, a development paralleling that of Romance-origin "venom", formerly a love potion (cf. "Venus", Goddess of love, "venerable", and "venereal"). Fatal attraction indeed.

Aphrodisiac potions doubling as poisons are clearly dubious gifts. Far safer is the fragrant flower which, unlike its homophonous doublet, "flour", might bring a blossoming blush to the cheek. Be warned, nonetheless, that "Flora", Goddess of flowers, is not entirely innocuous: saying it with flowers is to do nothing more than "flirt" (from French "fleurter", talk sweet nothings, and "fleurtes", little flowers).

Unconvinced by caveats? Maybe you're a die-hard romantic. If it's "love" talking and not its etymological ally, "libido", hearty congratulations... perhaps. Yet, permit

Word Whys

by Terri-Jo Everest

me this illustrative substitution table: "I love you." First slot occupied by the subject, second a verb, third direct object. Now, in lieu of "you", choose an inanimate noun - clothes, kimchi, or whatever. Ironically, "love" is rendered less powerful or "valid" (cf. "Valentine") through ameliorative generalisation.

If you're still an enamoured "believer" (cf. related "love") in the power of that high-frequency monosyllabic love, heartfelt kudos. With no caveats. But I at least will steer clear of gifts and other wily words, using "love", as in Korean ("saranghada"), strictly to complement people and higher powers. Other purists may join me over JaJang-Myun.

The etymologist would love to hear from you: teverest@hotmail.com

Do You PDF?

A very subjective history of publishing (my own) might include a few key dates: 1403 movable metal printing is used in Korea; sometime around 1450 Johannes Gutenberg invents his printing press; 1476 William Caxton sets up a wooden press in Westminster; in 1611 the King James Bible is published; and then for several hundred years nothing much happens until Adobe invents Portable Document Format (PDF) in 1993.

Why does Adobe's accomplishment deserve to be listed with the invention of the printing press itself? Over the last few years Adobe's PDF file format has become the new standard for electronic document distribution. While HTML documents are convenient, when printed they're often ugly and inconsistencies may appear from browser to browser. When you download a PDF document you will see the formatting, fonts, and graphics which the publisher intended for you to see. All you need to view these documents is the free Acro-

bat Reader which can be downloaded from <http://www.adobe.com/products/acrobat/readstep2.html>.

Once you take my advice and download this free piece of software you may be anxious to test it out. A growing number of TESOL related documents are being published in this format.

While many TESOL organizations are still posting their newsletters on the web in HTML, a few post them as PDFs. The European Second Language Association publishes their magazine 'The Clarion' on the web. It's an amusing magazine with reviews, rants, and recipes from a number of well-known applied linguists including George Yule, Jim Cummins, Ellen Bialystok, and Vivian Cook. Find it at <http://www.kun.nl/tmb/clarion2.html>. KOTESOL publishes The English Connection on the web so, if you've misplaced some of your old issues or are a new member you can find back issues at <http://www.kotesol.org/tec/>.

Web Wheres

by Trevor Gulliver

www.kotesol.org/tec/. This page has been recently updated so give it another glance.

If an electronic version of an academic journal is made available these days, chances are good it is being made available as a PDF file. You can find our own Korea TESOL Journal at <http://www.well.com/user/greg/KOTESOL/1998-journal/>. The New York State Association for Bilingual Education Journal is available at <http://www.ncbe.gwu.edu/miscpubs/nysabe/index.htm> and the Journal of the Center for Bilingual Education and Research can be found at <http://www.ncbe.gwu.edu/miscpubs/nabe/brj/index.htm>

Send your suggestions and links to [<trevorgulliver@netscape.net>](mailto:trevorgulliver@netscape.net).

Fundamentals of Language Education

Stephen D. Krashen
Laredo Publishing (1992)
pp. vi + 50

reviewed by Sean M. Reed

It's the entire Krashen world spelled out in a thin and easy paperback: easy to carry, easy to read, easy to understand. In *Fundamentals of Language Education*, Stephen D. Krashen succinctly describes his theories involved in language learning acquisition. His theories comprise five main hypotheses: the Acquisition-Learning hypothesis, the Natural Order hypothesis, the Monitor hypothesis, the Input hypothesis, and the Affective Filter hypothesis. Relating these hypotheses with the development of reading, writing and discussion in the classroom, Krashen's focus is to explain his theories of language acquisition, literacy and cognitive development.

Most of Krashen's theories described in this book, from language acquisition to cognitive development, do not stop at his five hypotheses. He inter-relates cognitive development with reading. Everyone knows that if one reads, then one gains knowledge. Krashen gives his own reasons why reading is useful in the classroom. He shows a flow chart that begins with free-reading and enterprises, the "problems students genuinely want to solve," (p. 22) and ends with language and cognitive development. Citing many studies to support his claims, he insists "free reading is the major source of our competence" (p.8). This sounds like an awful big job for reading. However, when teamed with the importance of comprehensible input, receiving ideas we can understand,

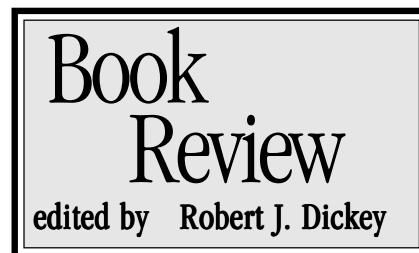
one can see why reading has a prominent place throughout Krashen's hypotheses.

Subconscious and incidental learning hold a large place in Krashen's theories. He partly defines his theories of bilingual education using comprehensible input. If learners can comprehend a sentence in their L1, then they are half way to understanding a sentence in the L2.

Some of his claims put into question the methods I have used and the way those methods influence my students. For example, after introducing new vocabulary and a new language form for the day's lesson, I always have student to student interaction. I believe their conversations help them acquire language. However, Krashen states, "the ability to speak is a result of language acquisition, not a cause" (p. 7). He is saying that students must first acquire the language, then they will be able to use it when they speak. If this is true, then students are gaining knowledge of the L2 by understanding what the teacher gives them. If you follow this and agree, then you also agree with Krashen's Input hypothesis in which he submits that students acquire language when they understand what they hear or read — in other words, when they receive comprehensible input.

Krashen submits approaches to language acquisition and the studies to support his hypotheses. Krashen has previously supplied teachers, students and researchers

hypotheses with which to agree and/or disagree, and subsequently develop. Now, he is making those same hypotheses more approachable and available with this brief work.



Giving an overall view of language acquisition theory in so concise a work, Krashen makes available ideas essential for the modern language classroom teacher. I find each of his five hypothesis well explained and the concepts easy to grasp in this companionable, informative guide. Since each chapter is laid out in easy to read, outline style, the book is a valuable reference of language theory for teachers beginning a career in the language arts.

THE REVIEWER

Sean Reed has been teaching in Korea for the past four years and previously was an assistant teacher in Cincinnati, Ohio. He holds the CELTA from English International and is looking forward to beginning his Peace Corps assignment in the Republic of Georgia in March. Email: <elymoth@hotmail.com>

Calendar -- Calls for Papers

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Korea. Contact: Craig Bartlett (Tel) +82-(0)53-580-9537 (E-mail) <conferencecochair@yahoo.ca> (Web) <http://kotesol.org>

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

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

SUBMISSIONS

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

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

SEOUL CHAPTER

by *Asif Siddiqui*

A lot of major events have happened in the last couple of months and we've got our conference upcoming On March 18, 2001 at SungKyunKwan University. We were very sad to leave Konkuk University in December. I personally had a very



warm relationship with Professor Ahn Hee-Don and it was emotionally difficult for me personally to make the move. Unfortunately, due to renovations and other circumstances, we were not able to get a conducive facility at Konkuk.

So, the Seoul Chapter started to hold its monthly meetings at Sookmyung Women's University starting in December. Our numbers were still low at that time. But, by January, our attendance picked up dramatically. So much so, we have been forced to move once again. This time, we're going into a bigger room. Until further notice, our meetings will be held on the third Saturday of every month (starting in April) in Room 421 of the Main Building at Sookmyung Women's University between 3:00 and 5:00 PM.

We will not have a chapter meeting in March because we will hold our regional conference on Sunday, March 18, 2001 at SungKyunKwan University between 9:00 AM and 6:00 PM. So far, we have lined up presenters from the USA and Japan and, of course, Korea. Lee Bo Young has also agreed to be one of our plenary speakers. Our theme this year will be "TESOL 2001: Educating Global Citizens." We're very pleased to have people representing Habitat for Humanity. Someone will also do a presentation on OXFAM. Of course, the vast majority of presentations will deal with English education in Korea. If you would like further information, please contact Asif (information near the end of this publication).

KYONGGI CHAPTER

by *Vernon Mooers*

The speaker at our December meeting was Suwon University's Dr. Boyce Fradsham, who presented on the topic "Troublesome Sounds for Korean Students". For our students, one of the major difficulties in speaking English is in pronouncing certain sounds and sound combinations found in English. This is largely due to the fact that there are no corresponding sounds in Korean. Other language speakers also experience similar problems but for different sounds. This presentation attempted to demystify the problem. It offered a somewhat unique, but simple and systematic, method of teaching the pronunciation of these troublesome sounds, and was done through an interactive, informal and sometimes humorous approach. The communicative approach to teaching English was the central focus. The audience, especially Korean Teachers, were required to actively participate throughout the presentation. Discussion and comment was strongly encouraged on the practicality of this method of language teaching in Korea, and on ways to assist in the further evolution and improvement of the methodology and content.

The inaugural president of the chapter, Dr. Lee Mijae, having now stepped down, Vernon Mooers has taken over as interim president. All are welcome to attend the next April meeting after the university term begins. Kyonggi Chapter meetings are held on the first Saturday of every month from 3:30 to 6:00 at Suwon University College of Humanities Building (first building on left through the front gate), Room 401. For further directions call 016-812-7150.

CHONGJU CHAPTER

by *Erik Newson*

Chongju KOTESOL is saddened by the news of the untimely death of Laura Dominguez. Ms. Dominguez, wife, friend, and full-time instructor at Chongju University, was a member of our Chapter executive and a regular meeting attendee.

Others will remember her contributions to the Chapter and her discussions at the presentations. I'm sure that thoughts and prayers of Chapter members go out to members of Laura's family.

We are going to start the school year off with a meeting on Saturday March 24 at 2:30pm. All teachers and students are invited to come out and hear our speaker Elizabeth Root. Ms. Root will be making the trip down from Seoul to give a presentation on student motivation. Appropriate for classes and classrooms early in the semester. The meeting will take place in Room 312 at Chongju University's Humanities Building. Follow the blue signs from the front gate to the door.

Our following meeting will take place on Saturday April 28, again at 2:30 pm. Our speaker has not been confirmed, but we will advise our chapter members by email. Others are welcomed to make inquiries at the email address listed below.

Our first meeting of the New Year was on March 3rd. Local teachers convened at a restaurant in downtown Chongju you a "social meeting". Thank you to all who came out for food, laughs and education discussion! We look forward to seeing you at our meetings this year.

Just a note that we are still looking for some volunteers for the Chapter. If you would like to become a member of the executive, or if you would like to just help out with the meetings, your time and effort would be greatly appreciated, and the work will certainly be fulfilling. Please contact the Chapter at chongjukotesol@hotmail.com

We hope to see everyone out on the 24th!

TAEJON CHAPTER

by *jen lalonde*

In February the bears continued to sleep, the snow continued to fly and the Taejon Chapter remained at rest, getting ready to start the next season with a bang. The first meeting of 2001 will be on Saturday, March 17th at Woosong University at 2:30pm. Woosong Building and room number information will be available in

the March Taejon newsletter or by contacting Chapter President Eun-jeong Kim or Chapter VP Jen Lalonde at the email or phone numbers at the back of this magazine. The Official "Chat and Get-to-Know-Everyone" runs from 2:30pm, and the main presentation gets underway at 3:00pm. The main presenter in March will be Doug Margolis who is coming down from Dong Seoul University to share his newest KTT presentation: Language Learning and Teaching. KTT, for those who may not have heard, stands for Korea Teacher Trainers. Many members will know Doug from his numerous KTT presentations at regional and national conferences.

If any Taejon members are not receiving their newsletters please, please, PLEASE let us know. If you aren't hearing from us, we hope to hear from you. The chapter is moving into high gear this Spring, we hope to have something to offer everyone.

Also at the March meeting we'll be looking for people to be on the Drama Festival Committee. There is lots to be done in the next two months to make the Drama Festival happen. In April, we're going back to Woosong University. In addition to the main presentation at the April meeting (presenter not yet confirmed), Schuyler Roche of Hyecheon College will be leading a breakout session on ELT-related community projects. Schuyler invites everyone to come to the meeting to share their ideas about what Taejon KOTESOL should be doing over the next year. It promises to be a productive, thoroughly enjoyable afternoon.

The usual favorite features of the Taejon meetings will continue this season. Eun-jeong Kim has selected a new assortment of teacher resource books and activity books for the monthly Door Prize Draw. We'll draw one name for every ten members in attendance at the meeting. And, of course, the Book Exchange Box will be there for those with magazines, novels, CDs, tapes, or books to swap.

In June, we'll be back at Hannam University, the Liberal Arts College in room 40201.

If you need more information about meetings, membership or being a presenter, please contact us. We are always looking

for members to do the Activity That Works. We want you to make the most of Taejon KOTESOL. See you on March 17th!

PUSAN CHAPTER

by Paul Mead

After an exciting Christmas party, our chapter seemed to melt into the fuzziness of Christmas time, vacations, the changing of the year and the great annual re-contracting conundrum.

There was a great meeting on the last Saturday of January where Asif Siddiqui and Paul Mead, presidents of Seoul and Pusan Chapters respectively, presented on diverse topics. Asif gave us guidelines on how to use video and audio in class to both teach the English language and American culture to students of all levels. He showed us how easy it was to use these media for teaching. His enthusiasm for the topic made this presentation memorable and thought provoking.

Paul Mead demonstrated the effectiveness of group work in class. His premise was that it is difficult for an instructor to effectively assess what is taking place in any class when the instructor is at the focal point of the learning-teaching process and when the instructor is very different from the students in terms of culture, age and gender. Group learning was therefore suggested as a model for dealing with this. He illustrated tasks in which students could be involved that would assist them to develop a sense of control over their own learning.

When our executive reformed in November, there was discussion about the dearth of information generally available about Pusan Chapter. Since then, John Baker has done a great job of creating a user-friendly website for us and anyone who is interested. He also created a great poster which can be printed from any computer and displayed to advertise us, our meetings and KOTESOL itself. There was also discussion about how to increase membership of the Pusan Chapter. The President's thoughts are that our chapter should mostly be made up of Korean people, and he has expressed a wish to pursue this idea

through quality networking by Korean members themselves.

There was not a meeting in February and the next meeting will be on the last Saturday of March when Mike Duffy of Pusan and Roger Fusselman of Ulsan will present. Please check out details of this on our website: www.kotesol.org/pusan/ In April we are planning to hold a meeting where only Koreans give us the benefit of their teaching expertise. We warmly invite any Korean people to offer a topic about which they may wish to talk at a meeting.

We look forward to seeing you at our next meeting!!

CHOLLA CHAPTER

by Adam Lee

Cholla KOTESOL will emerge from winter hibernation on March 17 with a monthly meeting to be held at Jeonju University. Adriane Moser from Mun Hwa Language School in Kwangju will be presenting some ideas for using Internet treasure hunts to help enhance communicative skills. Chapter Vice-President Joseph Nicholas will be explaining an activity he's developed which he calls "Tourist Information Gap." More detailed information on these presentations is available at www.kotesol.org/cholla.

April 21 is the scheduled date for this year's Cholla Regional Conference in Kwangju. The chapter is very excited to announce that Lee Bo-young, the famous TV English teacher on EBS, will be the main plenary speaker. "Upgrading the English Classroom" is the theme for the conference which will be held again on the Chonnam National University campus. Please look for the "call for papers" in this issue of TEC and on the chapter's website. Applications will be accepted until April 10th, *with priority given to those presentations which best relate to the conference theme.*

Due to rising interest, demand, and heightened competition, Cholla KOTESOL has decided to hold two English Drama Festivals this year. A special spring drama

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CONFERENCES

- Mar 18 '01** "Educating Global Citizens" Seoul-Kyonggi KOTESOL Conference. Sungkyunkwan University, Seoul.
- Mar 12-Apr 20 '01** "Advanced Workshop for On-Line Presenters" TESOL On-line Professional Development Opportunities. Contact: Srisucha McCabe (Tel) +1-703-518-2514 (Web) <http://www.tesol.org/edprg/2000/olwregister.html>

Calendar

edited by Louie L. Dragut

- Apr 17-19 '01** "Languages, Literatures, and Cultures: Envisioning Continuities and Possibilities" The Second Malaysian International Conference on Languages, Literatures, and Culture (MICOLLAC), Kuala Lumpur, Malaysia. Contact: (Web) <http://fbm.upm.edu.my/~micollac>
- Apr 21 '01** "Upgrading the Language Classroom" KOTESOL Cholla Chapter Regional Conference, Chonnam National University, Kwangju, Korea. Contact: Brian Heldenbrand (Tel) +82-(0)63-220-2670 (Fax) +82-(0)63-224-9920 (E-mail) <brian1@soback.kornet21.net>
- Apr 23-25 '01** "36th RELC International Seminar on "Grammar in the Language Classroom: Changing Approaches and Practices" Singapore. Contact: Seminar Secretariat (Fax) +65-734-2753 (E-mail) <admn@relc.org.sg>
- Apr 25-27 '01** "Bilingualism and Multilingualism in Globalization: Issues and Directions." The 1st International Conference on Language Education and the 40th Annual PALT Convention. The Philippine Association for Language Teaching: Manila Midtown Hotel, Manila, Philippines. Contact: (Email) <tignacio@ced.upd.edu.ph> AND CC <borgeslover@hotmail.com> (some internet difficulties at the university address), FAX: +63(2)929-9322.
- May 26-27 '01** "The Changing Face of CALL: Emerging Technologies - Emerging Pedagogies" JALTCALL2001, Kanto Gakuen University, Gunma Prefecture, Japan. The Japan Association for Language Teaching CALL Special Interest Group's 6th Annual Conference. Contact: Paul Lewis (Email) <pndl@gol.com> (Web) <http://jaltcall.org/conferences>
- Jun 1-2 '01** "IT & Multimedia in English Language Teaching 2001" Hong Kong. Contact: Ms. S. Fitzgerald (Tel) +852-2766-7520 (Fax) +852-2766-7576 (Email) <ecsusan@polyu.edu.hk>
- Jul 24-28 '01** "8th International Conference on Cross-Cultural Communication" Hong Kong Baptist University, Hong Kong. Contact: Dr. Ling Chen (E-mail) <chling@hkbu.edu.hk> (Web) <http://www.louisville.edu/~rnstcl01/iccc.htm>
- Jun 26-30 '01** "Technology in Language Education: Meeting the Challenges of Research and Practice" Honk Kong University, Hong Kong. Contact: (Tel) +852-2358-7850 (Fax) +852-2335-0249 (Email) <lconf@ust.hk> (Web) <http://lc.ust.hk/~centre/conf2001>
- Aug 8-10 '01** "The 2001 Asian Association for Lexicography (ASIALEX)" Yonsei University, Seoul, Korea. Contact: (Tel) +82-(0)2-2123-3511 (Fax) +82-(0)2-393-5001

(E-mail) <asialex@lex.yonsei.ac.kr> (Web) <http://asialex.yonsei.ac.kr>

- Sep 5-7 '01** "Defining the Role of Language in Development" IDP Education Australia, Fifth International Conference on Language and Development, Phnom Penh, Cambodia. Contact: Paul Mahony, (Tel) +855-12-810443 (Fax) +855-23-426608 (E-mail) <reng.mao@phnompenh.idp.edu.au> (Web) <http://www.idpcambodia.org/conference>
- Oct 13-14 '01** "The Learning Environment: The Classroom and Beyond" KOTESOL Annual Conference, Seoul, South Korea. Contact: Craig Bartlett (Tel) +82-(0)53-580-9537 (E-mail) <conferencecochair@yahoo.ca> (Web) <http://kotesol.org>
- Nov 16-18 '01** "ELT in Taiwan: Retrospect and Prospect" English Teachers' Association-Republic of China (ETA-ROC), Taipei, Taiwan. Contact: Leung Yiu-Nam (Tel) +866-3-5742707 (Fax) +866-3-5718977 (E-mail) <ynleung@mx.nthu.edu.tw> (Web) <http://www.helios.fl.nthu.edu/~ETA>
- Nov 22-25 '01** "JALT 2001: A Language Odyssey" Third Pan Asian Conference Kitakyushu, Kyushu Island, Japan. Highlights six years of collaborative research and publications by members of KoreaTESOL, ThailandTESOL, ETA-Republic of China and JALT. Contact: (Email) Peg Orleans <tomnpeg@interlink.or.jp> or David McMurray <mcmurray@fpu.ac.jp> (Web) <http://server1.seafolk.ne.jp/kjalt>
- Apr 9-13 '02** Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual conference, Salt Lake City, Utah. Contact: (Tel) +1-703-836-0774 (Fax) +1-703-836-7864 (E-mail) <conventions@tesol.org> (Web) <http://www.tesol.org>
- Dec 16-21 '02** "13th World Congress of Applied Linguistics" Singapore. Contact: Anne Pakir <aschead@nus.edu.sg>
- For a comprehensive list of upcoming conferences and events please look at the TESOL Affiliates' Conference Calendar Website at <http://www.tesol.edu/isaffil/confcalendar.html>.

CALL FOR PAPERS

No date for Sept 5-7, '01 "Defining the Role of Language in Development" IDP Education Australia, Fifth International Conference on Language and Development, Phnom Penh, Cambodia. Papers should relate to the focus areas of the conference. Papers should be submitted electronically through the website. Please note the importance of adhering to the word limits in your abstracts, as the website format is not sympathetic to wild variations from the norm.

We are arranging a variety of package options for participants who would like to visit Angkor Wat immediately after the conference. . Contact: Paul Mahony, (Tel) +855-12-810443 (Fax) +855-23-426608 (E-mail) <reng.mao@phnompenh.idp.edu.au> (Web) <http://www.idpcambodia.org/conference>

Apr 10 '01 "Upgrading the Language Classroom" KOTESOL Cholla Chapter Regional Conference, Chonnam National University, Kwangju, Korea. Contact: Brian Heldenbrand (Tel) +82-(0)63-220-2670 (Fax) +82-(0)63-224-9920 (E-mail) <brian1@soback.kornet21.net> See Call for Papers, page 26.

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Fundamentals of Language Education

Stephen D. Krashen
Laredo Publishing (1992)
pp. vi + 50

reviewed by Sean M. Reed

It's the entire Krashen world spelled out in a thin and easy paperback: easy to carry, easy to read, easy to understand. In *Fundamentals of Language Education*, Stephen D. Krashen succinctly describes his theories involved in language learning acquisition. His theories comprise five main hypotheses: the Acquisition-Learning hypothesis, the Natural Order hypothesis, the Monitor hypothesis, the Input hypothesis, and the Affective Filter hypothesis. Relating these hypotheses with the development of reading, writing and discussion in the classroom, Krashen's focus is to explain his theories of language acquisition, literacy and cognitive development.

Most of Krashen's theories described in this book, from language acquisition to cognitive development, do not stop at his five hypotheses. He inter-relates cognitive development with reading. Everyone knows that if one reads, then one gains knowledge. Krashen gives his own reasons why reading is useful in the classroom. He shows a flow chart that begins with free-reading and enterprises, the "problems students genuinely want to solve," (p. 22) and ends with language and cognitive development. Citing many studies to support his claims, he insists "free reading is the major source of our competence" (p.8). This sounds like an awful big job for reading. However, when teamed with the importance of comprehensible input, receiving ideas we can understand,

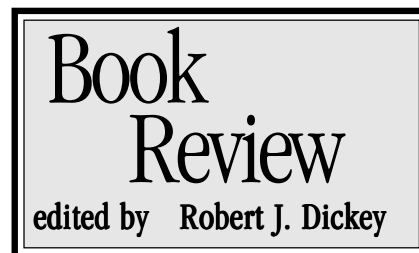
one can see why reading has a prominent place throughout Krashen's hypotheses.

Subconscious and incidental learning hold a large place in Krashen's theories. He partly defines his theories of bilingual education using comprehensible input. If learners can comprehend a sentence in their L1, then they are half way to understanding a sentence in the L2.

Some of his claims put into question the methods I have used and the way those methods influence my students. For example, after introducing new vocabulary and a new language form for the day's lesson, I always have student to student interaction. I believe their conversations help them acquire language. However, Krashen states, "the ability to speak is a result of language acquisition, not a cause" (p. 7). He is saying that students must first acquire the language, then they will be able to use it when they speak. If this is true, then students are gaining knowledge of the L2 by understanding what the teacher gives them. If you follow this and agree, then you also agree with Krashen's Input hypothesis in which he submits that students acquire language when they understand what they hear or read — in other words, when they receive comprehensible input.

Krashen submits approaches to language acquisition and the studies to support his hypotheses. Krashen has previously supplied teachers, students and researchers

hypotheses with which to agree and/or disagree, and subsequently develop. Now, he is making those same hypotheses more approachable and available with this brief work.



Giving an overall view of language acquisition theory in so concise a work, Krashen makes available ideas essential for the modern language classroom teacher. I find each of his five hypothesis well explained and the concepts easy to grasp in this companionable, informative guide. Since each chapter is laid out in easy to read, outline style, the book is a valuable reference of language theory for teachers beginning a career in the language arts.

THE REVIEWER

Sean Reed has been teaching in Korea for the past four years and previously was an assistant teacher in Cincinnati, Ohio. He holds the CELTA from English International and is looking forward to beginning his Peace Corps assignment in the Republic of Georgia in March. Email: <elymoth@hotmail.com>

Calendar -- Calls for Papers

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May 15 '01 "The Learning Environment: The Classroom and Beyond" KOTESOL Annual Conference, Seoul, South Korea. Contact: Craig Bartlett (Tel) +82-(0)53-580-9537 (E-mail) <conferencecochair@yahoo.ca> (Web) <http://kotesol.org>

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

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

SUBMISSIONS

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

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

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Special Interest Groups (SIGs) are taking off! Interested in a certain area of ELT? Contact jen lalonde, National 2nd VP for more information. KOTESOL is happening!

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THE 2001 KOTESOL CHOLLA CHAPTER REGIONAL CONFERENCE

CALL FOR PAPERS

Upgrading The Language Classroom

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

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

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

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

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

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

PRESENTATION PROPOSAL

Presentation title (maximum 9 words): _____

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

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

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

Number of presenters for this presentation: _____

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

Name: _____ E-mail: _____

Work phone: _____ Home phone: _____

Work Affiliation: _____ Fax: _____

Address: _____

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

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

What's Up in KOTESOL

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festival will be held on June 2nd, with participation limited to middle school and high school students. The Seventh Annual English Drama Festival, this year specifically for university students, will take place on October 27th. A new Drama Committee consisting of chapter members is being formed to adequately prepare for these two events.

Elections for Cholla Chapter's 2001 executive board were held at the November meeting in Kwangju. Brian Heldenbrand was elected to his second term as chapter president. Joseph Nicholas, Adam Lee, and Tammy Park were also all re-elected to continue their service as vice-president, secretary and treasurer respectively. Juhng Chull-suhng from Jeonju University will join the executive board after being elected as the chapter's first Membership Coordinator. Four of the officers were able to participate in an incredibly productive Leadership Retreat with the National Executive Board and other regional officers during the first weekend of December in Taegu.

KTT

by Douglas Margolis

KTT—KOTESOL Teacher Training—continues to seek volunteers for developing materials and teacher training sessions.

You may see us at one of the upcoming conferences throughout Korea. Don't be bashful. We need your comments and input, and it would be great to have your participation too.

Our training plan for this year is not ambitious. We primarily would like to find a few more teachers to join us, solidify our training programs, and prepare the ground for expanding our training outreach next year. To meet this goal, we have recently opened a group discussion board via the internet. It operates like a list-serve, where sending one email message reaches the whole list, but it also permits file sharing, chat facilities and more. The goal of this cyber gathering is to open discussions about teacher training issues, help formulate new and improved training materials, and facilitate communication among KTT members and friends. Everyone is welcome to participate, read messages, post messages, and further delight the group with your wisdom (please stay on topic of training). To join the list, send an email to <KTT-Group@yahoogroups.com>.

You can also access our group page, by visiting our web-site www.kotesol.org/ktt clicking on the "news" link, and then clicking on the link to the group page. Again, we welcome participation by everyone interested in developing teacher training in Korea.

Areas in which we would particularly like to develop new training programs are: teaching English through English, lan-

guage testing, listening skills development, and lexical approach. Other training topics are also welcomed. If you are interested in becoming a teacher trainer, or if you would like to share experiences, ideas, and/or materials on the above topics, we want to hear from you. Don't hesitate. Do it now! Contact me (Douglas) at the phone/email address located at the back of this issue.

TEACHER DEVELOPMENT SIG

by jen lalonde

The Teacher Development SIG (National Special Interest Group) will be having an informal information session at the Seoul Regional Conference on Sunday, March 18th at Sunkyunkwan University. The room has not been determined yet but watch for the posters to find us. The session will be from 2pm to 3pm.

During this session we'll be looking at a list of articles and deciding on the readings for the next discussion group meeting. A tentative date has been set for early April. We'll also be looking for someone to be the moderator of a TDSIG listserve. Finally, if anyone is interested in taking over the Facilitator role for this SIG the current Interim Facilitator would be thrilled to meet with you. Drop by to chat and see what we're all about.

PAC3

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discussion is not expected to let up from start to finish, beginning with Korea's own Sang-ho Han and Robert Dickey discussing their collaborative study on Foreign Language medium instruction through well after Feng-fu Tsao Ph.D. from National Tsing Hua University, Taiwan finishes his final plenary and a closing debate by all the main speakers.

The four-day conference begins Thursday, November 22 with 12 carefully selected teacher trainer workshops that are 3-hours in duration. The main program begins on November 23 and to prepare for that, the vetting committee is currently selecting the very best from among over 400 presentations received from around the world.

(Forty poster presentations will be scheduled, and this is the only category where interested participants can still apply using the website at www.jalt.org/jalt2001)

Of special interest, the intercultural communications international association of teachers SIETAR, and an international group of teacher-researchers PacSLRF (Pacific Second Language Research Forum) are also hosting special sessions for their members and all participants at the Pan-Asian Conference. Another first for the conference is the development of a special program for teachers of children. In addition to all these programs there will be a wide array of textbooks and other teaching materials on display and popular authors and knowledgeable publishers will be demonstrating different ways of opti-

mizing the materials for the language classrooms of Asia. A positive result of the first and second PAC conferences is that they encouraged a shift in textbook design. EFL textbooks had tended to be country-specific or international in scope. Now there are more available for the Asian market, many of which have been written in Asia, by teachers based in Asia, for students in Asia.

PAC3 Website -- for more information, including transportation hints, speaker's abstracts, timetable, and more:

www.jalt.org/jalt2001

Constitution & Bylaws of Korea TESOL

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

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

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

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

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

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

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

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

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

Bylaws (Adopted April 1993 Amended March 1998)

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

II. Membership and Dues 1. Qualified individuals who apply for membership and pay the

annual dues of the organization shall be enrolled as members in good standing and shall be entitled to one vote in any KOTESOL action requiring a vote.

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

3. The dues for each category of membership shall be determined by the Council. The period of membership shall be twelve (12) months, from the month of application to the first day of the twelfth month following that date. Renewals shall run for a full twelve (12) months. For 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.

2001 Korea TESOL International Conference Presentation Proposal

The Learning Environment: The Classroom and Beyond

October 13 - October 14, 2001

Seoul, South Korea

CALL For PAPERS

The Korea TESOL Conference Committee invites presentation proposals for its ninth conference to be held in Seoul on October 13-14, 2001.

Presentation proposals are invited in the following English Language Teaching (ELT) areas in an Asian context:

- * Elementary Education
- * Secondary Education
- * Learning strategies and learning styles
- * Action research/classroom based research
- * Music, Art, and Literature in the EFL classroom
- * Video in the classroom
- * Cross cultural teaching methodologies and approaches
- * Global and environmental education
- * Trends in second language acquisition
- * Testing and evaluation techniques
- * Alternative approaches and methodologies
- * Teaching techniques for mono-lingual classrooms
- * Course and curriculum development
- * Issues in language and literacy
- * Teaching in under-resourced environments
- * EFL/ESL comparisons and contrasts
- * English for specific purposes (ESP)
- * CALL and its implications and roles in language classrooms
- * Socio-linguistics in the classroom
- * Teacher training and development
- * On-going research
- * Other relevant areas of EFL and foreign language teaching

The closing date for the receipt of abstracts and biographical data is May 15, 2001.

Please see reverse side for instructions and abstract submission form.

2001 Korea TESOL International Conference Presentation Proposal

The Learning Environment: The Classroom and Beyond

October 13 - October 14, 2001

Seoul, South Korea

CALL For PAPERS

Please follow the instructions below or you will be asked to resubmit information:

1. Do **NOT** fax any documents. Submissions must be received by **May 15th, 2001**, so allow time for mailing.
2. Submit **2 copies** of your abstract on separate sheets of paper, one copy **with** your name and affiliation, and one copy **with no** names and **no** affiliations.
3. **Proposal titles are limited to 9 words in length.**
4. Abstracts should **not exceed 150 words** and will be used in the program, so please edit carefully.
5. Biographical data should be **not exceed 100 words** per presenter and should be in the third person.
6. E-mailed proposals are preferred. Please send in the body of the e-mail OR as an .rtf attachment.
7. You may e-mail to: conferencecochair@yahoo.ca

Please include the following information with your submission.

Presentation title: _____

Length: 50 minutes 110 minutes

Type: paper workshop panel colloquium

Number of presenters: _____

Equipment: OHP VCR Cassette Computer (Windows/PC)

Category of presentation (i.e., Elementary Education): _____

Presentation time preferences (please mark at least 2 choices)

Saturday, Oct 13, 9 am - 1 pm Saturday, Oct 13, 1 pm - 6 pm

Sunday, Oct 14, 9 am - 1 pm Sunday, Oct 14, 1 pm - 4 pm

Name(s) _____

Affiliation (Work) _____

Mailing Address _____

E-mail _____

Work fax: _____ Work phone: _____

Home fax: _____ Home phone: _____

Use separate sheets for your biographical data and abstract. See above for instructions on length. Please mail your abstract to the address below or to the e-mail addresses in the instructions, so that it may be received by **May 15, 2001**

KOTESOL Conference Program Committee
c/o College of Liberal Education, Keimyung University
#1000, Sindang-dong, Dalseo-gu
Taegu 704-701
REPUBLIC OF KOREA

For more details or for information, please contact the program chair, Craig Bartlett:
conferencecochair@yahoo.ca or +82-53-580-5937 (office)

You may also check the KOTESOL web page for updates: <http://www.kotesol.org>

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) Student (20,000 won/year)
 Lifetime (400,000 won) International (US\$50.00/year)

Payment by Cash Check On-line transfer (Please make on-line payments to **신동일** -- KOTESOL at Kwangju Bank, (광주은행) account number **004-121-570120**. To insure that your application is properly processed, either include your name on the bank transfer slip or send a photocopy of the bank transfer slip with this application.)

Given name: _____ Family name: _____

Chapter: _____ (Seoul, Kyonggi -Suwon, Chongju, Taejon, Taegu, Pusan, Cholla, Cheju, International)

Date of membership: _____ - _____ - _____ (Today's date)

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

E-mail address: _____

Home phone: (____) _____ Fax: (____) _____ Beeper: (____) _____

_____ House, Apt # / Dong

_____ Gu / Ri / Myun / Up / Gun

_____ City / Province / Country

Work phone: (____) _____ Fax: (____) _____ Cell: (____) _____

_____ School, Company Name

_____ Address Line 1 (Bld. # / Dong)

_____ Address Line 2 (Gu / Ri / Myun / Up / Gun)

_____ City / Province / Country

To which address would you prefer KOTESOL mailings be sent? _____ (Home/Work)

Please check those areas of ELT that interest you:

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

Date: _____ Signature: _____

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