

# KATE Newsletter

June 2002, Volume 26, Number 2

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한국 영어교육학회

THE KOREA ASSOCIATION OF TEACHERS OF ENGLISH

Website: <http://www.kate.or.kr/>

KATE : An Associate of IATEFL



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## GENERAL INFORMATION ON KATE



The Korea Association of Teachers of English (KATE), established in 1965, is a leading language education organization with a thirty-seven-year history of advancing professionalism in the area of English language instruction. Begun as an organization of university professors, KATE has gradually expanded its membership base to include many levels of instructors in order to reach out to the broad spectrum of teachers who are committed to language education and to their own professional development. Today, KATE's membership includes close to 1,000 educators, ranging from elementary school teachers to university professors, as well as adult education instructors.

### Conferences

KATE holds an annual national conference in the winter, usually in February. In order to properly serve its members, who are based in different regions, the conference venue is rotated among universities in the different regions of the country, often co-hosted by KATE and one of the regional associations of English teachers.

The KATE annual international conference is held in June with distinguished speakers from around the world in attendance. Also, speakers from colleges, elementary and secondary schools, and educational institutions around the country give presentations on research in recent theories and practices in teaching English.

### Publications

The *KATE Newsletter* is published thrice-yearly, in February, June, and September. The newsletter includes feature articles, guest columns, special reports, teaching ideas, reports from the council, announcements and calls for papers, news about partner organizations, and other information about the organization and its members. For information on contributing, please refer to the "*KATE Newsletter* Contributor Guidelines" in this issue.

The KATE journal, *English Teaching*, is devoted to publishing theoretically and/or practically grounded reports of research and discussions of central issues in the field of learning and teaching English. *English Teaching*, a quarterly journal, is published in March, June, September, and December. The spring and fall issues are international issues accepting only submissions in English. The deadline for submissions for each issue is three months ahead of the publication month. All the manuscripts for *English Teaching* must follow APA style specifications. For more information on contributing, please refer to the "Information for Contributors" section in every issue of the journal.

All KATE journals (except Vol. 1-3) published in 1972 through 1999 are available on CD-ROM. Kyobo Book Corporation published this CD-ROM in March 2000. You can search for information based on content, indices, author, and

year of individual journals. In order to purchase the CD-ROM or for further information, please contact Kyobo Book Corporation via their website <<http://kyobobook.co.kr/>>.

The KATE website is accessible at <<http://www.kate.or.kr/>>. This site includes the following features: Introduction to KATE, Members Corner, On-line Forum, Search Tool for ESL-related Information, and Useful Links. Please check it out for yourself and bookmark it in your directory. Also, do not hesitate to post your inquiries on the bulletin board at the website.

The *KATE Membership Directory* is also published biennially and is distributed to all members. This directory gives updated information on the whereabouts of KATE members.

### Partners

KATE has developed various exchange programs with professional organizations overseas by sharing news and information about their activities, discussing issues of international importance, and enhancing the quality of English education worldwide. These organizations include the International Association of Teachers of English as a Foreign Language (IATEFL), Japan Association of College English Teachers (JACET), Japan Association of Language Teaching (JALT), the Organization of Teachers of English to Speakers of Other Language in Thailand (Thai TESOL), the College English Teaching and Research Association in China (CETRAC), and English Australia (EA), and the English Teachers' Association of the Republic of China (ETA-ROC).

### Membership

KATE regular membership is open to specialists in teaching English, such as teachers, teacher trainers, researchers, and administrators. The application fee is 25,000 won. The annual dues are also 25,000 won for regular members. For more information on membership, see "Joining KATE" at the end of this issue accompanied by a membership application form.

### English Contests

KATE holds annual nationwide English contests for high school and college students. The sponsors of the contests have been Dong-A Daily Newspaper, the International Communication Foundation (ICF), and the Ministry of Education and Human Resources Development. Awards are given to the finalists, who are screened on both their English writing and speaking skills. The purpose of the contest is to give Korean secondary school and college students opportunities and motivation to use English and to give new guidance in learning English. Through such nationwide English contests, students' written as well as spoken skills in English will gradually improve.



## PRESIDENT'S MESSAGE



Lee Hyo Woong  
Korea Maritime University

### Two Years of Progress and the Road Ahead

My fellow members, I would like to express my profound gratitude to you for all that you have done for KATE over the past two years. My special thanks go out to those who have given their full commitment to this fine association since I became president in 2000. KATE would not be what it is today without the cooperation and devotion they have shown.

As my term as president of KATE is quickly coming to a close, I would like to look back on what we have accomplished during the past two years. I would also like to let the KATE membership know what we need to strive for in the coming year.

First, as you may well know, our journal *English Teaching* is now included in the list of "outstanding" academic journals, following three consecutive years of evaluation of the journal by the Korea Research Foundation. Our journal is the first in the nation in the fields of English language teaching and language learning to be included in this exclusive list. Furthermore, our journal has received an A rating in another Korea Research Foundation evaluation of language-related journals. The latter evaluation by the Foundation was conducted on behalf of the Ministry of Education and Human Resources Development. Such excellent achievements would not have been possible without our former presidents' strong leadership and devotion, our executive committee members' efforts and sacrifice, our general membership's enthusiasm for English language teaching and learning, and their cooperation for the betterment of our journal.

Second, the 2001 KATE International Conference, a two-day event held at Ewha Womans University with the theme "Teaching English as a Global Language in the Asian Context," turned out to be a very successful convention. I am certain that the 2002 KATE International Conference, which will be held at BEXCO in Busan, under the banner of "Underlying Philosophies of English Language Education," will also be a very successful one. I would like to express my deep gratefulness to the Conference Organizing Committee members who have expended a tremendous amount of time and energy in making preparations for the conference, despite their obligations to their individual institutions.

Third, as part of the globalization of our Association, we have begun publishing the spring issue of our journal *English Teaching* as an international one in addition to the fall issue. This surely contributed to the journal receiving a high evaluation from the Korea Research Foundation. It will also help our journal become more widely recognized internationally.

Finally, there have been active exchanges of information and scholars between KATE and the many overseas associations that have sister-relationships with us. This has also greatly contributed to the globalization of our Association.

In the coming year, KATE would do well to place strong emphasis on the following areas:

First, KATE should continue to exert efforts to improve the quality of *English Teaching*. In order for the journal to be more widely recognized internationally, it will have to include as many articles as possible from distinguished international scholars. That is, to globalize our journal, high-quality articles in English are extremely important.

Second, KATE should try its best to make biannual KATE conferences more attractive to both our members and non-

members. In order to achieve this, KATE will have to improve the quality and variety of conference presentations and invite widely recognized scholars from around the world.

Third, KATE should provide assistance to those who want to publish books in the field of English education. KATE will also have to publish books in specialized areas of English education.

Fourth, KATE should try to increase the variety of information and the quality of services that it provides to its members. It must do these things through our newsletters, journals, conferences, and exchanges of scholars with overseas English teaching associations.

Finally, we must put forth our utmost efforts for our Association and its journals to be recognized by as many associations as possible by sending issues to many overseas associations. We will also send our representatives to overseas conventions and invite many scholars to our conferences.

Your constant interest, your active cooperation, and your undying love are crucial to KATE's continued success. I wish the best of health, wealth, and wisdom to all of you.

이 호 응

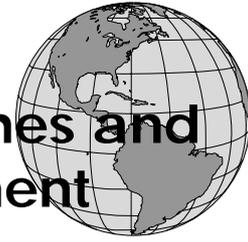
**Such excellent achievements  
would not have been possible  
without our general membership's  
enthusiasm for English language  
teaching and learning.**

## FEATURE ARTICLE



**Park Joo-Kyung**  
KATE Newsletter Editor  
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## Teaching World Englishes and Teacher Development



### Introduction

As the world becomes smaller and smaller, more actions and transactions are being carried out in English as a common means of communication within and beyond national borders. From this comes the term “English for International Communication” (EIC). This represents more variety in the form and meaning of English as it is used by a diverse group of people in the world in their own ways, merging and fusing it with their own languages and cultures. That is how World Englishes has come to life.

One of the most noticeable phenomena that has happened to English lies in the change in the number of its speakers. According to McNamara (2000), in the year 1995, the number of native speakers of English was about 337 million while that of nonnative speakers was 418 million. This figure is expected to grow so high that the number of nonnative speakers is projected to almost double the number of native speakers by the year 2050, 790 million vs. 433 million by that time. Graddol (1999a) points out that in 1950 nearly 9% of the world’s population spoke English as their first language, but by 2050 the proportion will have dropped to just over 5%. He goes on to project that in the future, English will be a language used mainly in multilingual contexts as a second language and for communication between nonnative speakers (Graddol, 1999b). The increase in the number of nonnative speakers and their use of English is shaping the language in a far different way from what it used to be.

Graddol (1997) summarizes the major characteristics of World Englishes as follows:

- 1) Spoken by bilingual and multilingual people.
- 2) A new context in which new varieties of English flourish, strongly influenced by the phonology, grammar, and idioms of other languages, and then becoming instit-

utionalized within bilingual and multilingual communities.

- 3) An increase in diversity of regional and local varieties with a competition occurring between intelligibility and identity.
- 4) Destandardization: A greater diversity of forms in public discourse; a reduction in the gatekeeping practices which have imposed uniform usage on printed text; a closer relationship between written and spoken language; and a change in the styles of writing and broadcasting to allow a greater range of styles and varieties to appear on web pages and magazines.
- 5) Informalization: A greater diversity in forms of English and a more colloquial language in public discourse.

These features can be found in the way Koreans use English in a Korean context as well. Some words and expressions that were borrowed or which originated from English have been used so widely in Korea that it seems to be almost impossible to correct and switch their usage or meaning back to the original ones in English. For example, “Fighting!” has been such a national campaign slogan for cheering on anyone in any social context, with “Korea Team Fighting (KTF),” a commercial catch phrase for a Korean telecommunications firm, being the most recent innovation. Few discussions, however, have been made in Korea so far in terms of new norms and standards of English for Korean learners, particularly concerning to what extent we should accept or reject those Korean-English hybrids, or “Konglish,” for international intelligibility.

Little research has been done on the impact of learning or using English at an early age on the development of the first language in Korea. However, through some informal observations and anecdotes, some language behavior related to learning and using English among Korean children has been brought to the attention of language teachers and linguists. Some Korean children choose English words over their Korean equivalents partly because of their preference but also because of their not knowing the Korean

words, as they do not hear them frequently enough from people or media around them. For example, “daktwigim” or “twigimdak,” “manhwa,” and “nori” are being replaced, if not already completely replaced, by “(fried) chicken,” “cartoon,” and “game,” respectively, with or without additional Korean accent.

The use of English in Korean society has expanded and diversified enormously. Based on the public perception that one’s command of English relates to their success and position in the hierarchical social structure, its acquisition has been necessitated internally as well as externally. Its widespread use includes ELT and tests at elementary, secondary, and tertiary levels in public and private educational contexts, publications such as ELT textbooks and other materials, journals and magazines, and English or English-Korean bilingual newspapers; information communication technology including e-mail, fax, telephone, and computer; personal and professional meetings, domestic and international tourism, broadcasts including TV and radio shows ranging from those whose titles are in English to others that are produced totally in English, public campaign slogans; business, commerce, and entertainment titles of books, magazines, movies, and songs, which may have some lyrics in English as well; names of a wide variety of products, words and

phrases in commercials, and most notably, using English words and phrases in everyday discourse, e.g., greetings such as “Hi,” “Good morning,” “Bye,” and “See you later,” and in some idiomatic English expressions and jokes. All of these appear as codeswitching, which is a typical language behavior exhibited in bilinguals. More intrasentential codeswitching is used than intersentential codeswitching, with some English words and phrases being inserted in Korean-dominant sentences, not the other way around.

It should be noted that the public perception of the status and role of English in the global era has triggered Koreans’ excessive zeal for learning English, which can be seen in the vast amount of money spent and the variety of types of language learning, language behaviors, and events. It has been reported that over 50% of pre-kindergartens nationwide provide children with some form of English lessons, demanded mostly by the directors and parents who believe in ‘the earlier, the better’ myth. The recent news reports on tongue surgery being conducted on some children not for medical

purposes but for better pronunciation of English “r” and “l” (Hankook Daily, April 7, 2002) shows the desire for acquiring English proficiency going to an extreme and reaching an “obsession level.” However, this high interest in learning English does not necessarily lead to, nor is it led by, a proper understanding of what World Englishes are, let alone what the real purpose of learning one of them should be.

## Challenges in ELT in Korean Context and Culture

In the 6th and 7th revised national curricula, the goals and objectives of English education for elementary and secondary students have focused on acquiring English communicative competence as a key element of “international competitiveness” and “globalization.” This in turn has required teachers to shift their instructional approaches from the grammar-translation method to the communicative and functional approach. Moreover, as of 2001, teaching English through English (TETE) has become a new driving force for achieving this educational goal. However, the rhetoric of the national curriculum has

not been fully implemented in the classrooms due to the lack of teacher preparation.

According to the new demands imposed by the most recent directives in the national curriculum as well as public expectations of English

education, the role and status of English teachers have changed, or more precisely, have been forced to change, from the teacher being a dictator-like authority figure, whose major responsibility is nothing more than to serve as a classroom teacher to that of being a facilitator, or a helper, who has the expanded role of being a classroom teacher and EFL researcher. However, a lot of Korean teachers of English have not been trained to teach English communicative skills and the level of their own cultural understanding does not reach that necessary for effective teaching.

The major challenges in teaching and learning English in the Korean context can be summarized as follows:

1) *The differences between English and Korean language and culture.* The linguistic and cultural differences between the two languages cause a lot of difficulties in acquiring the proper level of English language proficiency and cultural understanding. As a result, a diverse interlanguage, or “Konglish,” has emerged and is widely used.

2) *The degree of importance placed on teaching*

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**The use of English in Korean society has expanded and diversified enormously.**

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*skills in tests for students, teachers, and teachers-to-be.* Only those skills that are tested on college entrance examinations for students and employment tests for teachers-to-be get attention from both teachers and students at the expense of the other skills. Consequently, pronunciation, writing, and culture have been the weakest areas for Korean learners and/or teachers of English.

3) *The amount of exposure to English and lack of a real communication need.* Even though the use of English is widely spreading, as in a typical EFL context, Korean society is not yet demanding enough to reinforce the language skills that are learned in schools. Also, the learners do not get to use the language for real life purposes.

4) *The attitude toward and sense of identity, intelligibility, motivation, and concern for certain version of Englishes.* Many Korean learners of English hold a conservative perspective on varieties of English, not accepting so-called "nonstandard" versions. Rather, they rate them as second-degree, and accordingly, perceive the speakers of those language varieties as second-degree citizens. Even the thought of introducing such varieties is not widely acceptable, let alone acquiring them as a target language.

5) *Large class size with students of mixed levels of knowledge, proficiency, learning experience, interest, motivation, resource, and parental support.* This has been an ever-dominant obstacle to effective teaching and learning. Though the Korean government has exerted efforts to make class sizes as small as about 35, large classes are still the number-one challenge for language teachers.

6) *New demands imposed on the teachers by the 7th national curriculum - teaching English through English (TETE) and using information communication technology (ICT).* As of the year 2001, TETE was implemented in elementary and secondary schools. ICT has been strongly emphasized for use in the classroom as well. However, these new areas only added more worries and concerns for those teachers who are not prepared.

7) *Awareness of ELT as a specialized area.* According to Kwon (2000), there has been some positive change in the ratio of courses offered in pre-service teacher education programs for secondary school teachers in the last decade, showing a shift from 28% English skill-oriented courses, 15.0% ELT

pedagogy, 25.5% linguistics and 35.7% literature in 1990 to 22.9%, 27.4%, 22.4%, and 27.3%, respectively, in 1999. However, there is still a lack of understanding of ELT as a specialized area that requires a certain level of formal education and professional experience. Some university professors whose expertise is in literature or linguistics claim that literature and/or linguistics must be the core subjects for English majors and that English pedagogy does not need to be taught formally. Rather, they believe that it can be acquired through experience, and accordingly, that they will become experts in teaching English through their years of teaching experience. They think it is enough for an English department to offer only one pedagogy class that will cover all the pedagogical theories and practices. This is why most of the English departments in Korean universities, including those in colleges of education, have only one professor of ELT or TESOL,

while there are four or five literature or linguistics professors. All these incorrect beliefs came mainly from their own ignorance of what ELT should be and is. However, they also resulted from the fact that

it has not been long since ELT was introduced into Korea as a specialized area that requires TESOL professionals with expertise in different sub-areas, including curriculum/syllabus design, testing and evaluation, teacher education, teaching different language skills, and CALL, to name a few.

Now we have a large number of professional ELT or TESOL organizations in Korea regionally as well as nationally that host a variety of activities and businesses domestically and internationally. The recent academic journal evaluation conducted by the Korean Research Foundation ranked journals published by some of these organizations, including KATE, as top level. Therefore, it is expected that the awareness and recognition of ELT and TESOL will be enhanced sometime soon.

8) *Problems in in-service teacher education programs.* There is a lack of professional teacher trainers, and few or no programs are available for continued professional development for trainers. Large class size with a mixed level of teacher trainees impedes an efficient training. The "no-fail" policy or automatic exit for all attendees in training programs has a negative impact on trainees' attitude and motivation. There is no standardized curriculum, evaluation, or administration of the training programs.

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There is a lack of financial and moral support as well as incentives for teacher trainees to attend self-development programs voluntarily, and the low concern for professional development among teachers also makes all cries for change hollow (Park, 2000).

## Teacher Development and Continuous Professional Development

It is necessary for professionals, including language teachers, to develop their professionalism continuously in order to accomplish their mission not only as individuals but also as members of their profession and their community. Given this, we must determine what teacher development is and how we should develop our professionalism continuously.

Underhill (1999) defines "teacher development" (TD) as the process of becoming the best teacher one is able to be, a process that can be started but never finished. In this sense, it can be alternated with continuous professional development (CPD), though TD and CPD have some differences in their approaches to implementation. He suggested that TD might start on the initiative of a teacher or group of teachers without backing of the system, while CPD is often required by the institution or profession itself and then evaluated. Whereas the former arises from the commitment of the practitioner, CPD requires the commitment of the institution or the profession as well as the commitment of the individual.

Crandall (1991) suggests the following as ways to update professionalism. They can serve as a checklist, though not an exhaustive one. Check yourself and gauge the level of your professionalism:

- 1) Participating in professional associations.
- 2) Subscribing to journals and regularly reading periodicals.
- 3) Placing one's name on mailing lists of major ESL/EFL textbook publishers and information clearinghouses or resource centers.
- 4) Offering to review texts for publishers or journals.
- 5) Serving on textbook selection committees in your program.
- 6) Working on curriculum development or textbook preparation teams in your program.
- 7) Attending or giving in-service workshops and seminars for teachers.
- 8) Participating in summer institutes or special graduate programs to augment and update your expertise.
- 9) Participating in research projects.
- 10) Working collaboratively with professionals in other fields.

## Suggestions for Teacher Development in Korea

Current trends in ELT in Korea allows us to make projections on teacher development in two different but interrelated ways: First, the qualification requirements of English teachers and evaluation of their professional performance will be intensified even further than now by requiring teachers to attain a certain level of English proficiency as measured by test scores on a test such as TOEIC, TOEFL, or TEPS and an oral test included as an essential part of an employment test. In addition to classroom teaching, diverse professional achievement will be evaluated including areas such as research, community service, and performance in professional development. This has been already implemented at the university level, and it needs to be applied at the elementary and secondary school level in the near future.

Second, a performance-based contract renewal system will be implemented. According to the aforementioned intensified evaluation results, the yearly salary and terms of the contract for schoolteachers will be decided. Even though this system is controversial, it does not seem to have been withdrawn, for the time being at least, and schoolteachers would not be exempt from it.

In order to empower teachers to be able to succeed in these new circumstances, the following are suggested:

First, pre- and in-service teacher education programs should be developed based on a needs analysis of teachers' English language and cultural proficiency, teacher-training experience, teaching experience, expertise, gifts and talents, needs, and wants. Teacher education programs should be focused in order for teachers to improve their English language and cultural proficiency, knowledge and skills of teaching English language and culture, testing and evaluation; knowledge and skills of selecting, utilizing, and developing ICT and other materials; and understanding of World Englishes. All these should be taught in a way that the trainees can apply to their classroom practice. It is not unusual to hear from schoolteachers that there is not much room for them to make use of their newly acquired knowledge, information, and skills in their classroom due to a set curriculum and testing system. They are therefore not motivated to acquire new ideas.

Second, research has emerged as an essential part of being an ELT professional. Courses on research should be included as part of teacher training programs and more opportunities should be provided for them to initiate and conduct research, participate in

teacher inquiry groups, and collaborate with other language teachers and scholars in joint projects.

Third, more rewards, incentives, and financial aid need to be provided for teachers of English to attend development programs. Unlike many of its neighboring countries in Asia, Korea has a lot of professional ELT organizations, including KATE, Korea TESOL, KAPEE, KOSETA, HETA, YETA, ALAK, KATFL, and KAMALL, to name some of the major ones. These organizations also have active international exchanges through international partners such as JACET, JALT, Thai TESOL, ETA-ROC; TESOL, Inc.; IATEFL, and AILA. There are ample opportunities for attending and presenting at their conferences and meetings as well as subscribing and contributing to the publications of the organizations. However, there is still a lack of understanding of professional development in this area, so a high degree of voluntary participation in these professional meetings cannot yet be expected.

## Conclusions

Recent ELT conferences, including the 2002 TESOL Convention, confirm that World Englishes are a reality. It seems to be the time for us to come up with strategies to go with them rather than to argue their existence. Are we then prepared to teach World Englishes? What should be done to teach them effectively? The following conclusions can be drawn from the above discussion:

1. English language proficiency with an internationally intelligible pronunciation, cultural understanding, and a certain level of ICT skills should be required for teachers and teachers-to-be to teach World Englishes.

2. It is important for teachers to serve not only as a classroom teacher but also as a researcher as an effective way to bridge the gaps between theory and practice and contribute to knowledge (Johnson, 1992). Many research questions have emerged, for example, concerning Korean young learners of English who can be subjects in teachers' classroom research.

3. It is indispensable for teachers to keep abreast of the changes in the language they are teaching and their profession. Therefore, on-going teacher training programs should be developed and implemented for continuous professional development.

4. Professional organizations and small group meetings should provide teachers with more opportunities to share their ideas and experiences through diverse exchange programs, and more

financial aid and moral support should be given to them to attend professional conferences and meetings inside and outside the countries they work in.

5. It is necessary to inform our students of language variation and change by finding ways of reflecting and filtering it, and to teach them to swim with the tide, rather than against it (Crystal, 1999). Varieties of English need to be introduced for their perception, if not for their production. Some of their speakers may be partners of these students in future activities and transactions carried out globally.

6. Lastly, and most importantly, it is vital for Korean teachers and students of English to realize that all the speakers of English are equally unique language users, regardless of their region and status as native or nonnative speakers of English. Foreign language learning is a way of embracing all the people in the world and realizing world peace based on this sense of equality.

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## Guest Column 1



**Dr. Johanna E. Katchen**  
National Tsing Hua Univ. Taiwan

### Introducing the English Teachers' Association of the Republic of China (ETA - ROC)

Recently, KATE signed an affiliate agreement with the English Teachers' Association of the Republic of China (ETA-ROC), based in Taiwan. It may be of interest to KATE members to hear something about the history and structure of this organization.

ETA-ROC was founded in 1991 by a group of university professors who felt there was a need for such an association in Taiwan. Before that time, there had been occasional small conferences on English teaching and, since 1984, a one-day spring conference sponsored and hosted by different university English departments each year. Attendance at these local conferences was no more than two or three hundred.

In 1992, ETA held its first conference and about 1500 people attended. Since then, an annual three-day conference has been held every year over the second weekend in November. Except for 1995, when the conference was held in the major southern city of Kaohsiung and attendance was low, the conference has been held in Taiwan's largest city and capital, Taipei, in the north, where there is a larger concentration of people and schools. Conference attendance has grown in recent years to over 2000.

While the founders, conference officers, and organizers are for the most part university professors, most of the members are secondary school teachers, with college and technical school English teachers also well represented. Moreover, with English now taught in upper primary school, a good number of academic and commercial presentations address issues of concern to the increasing number of primary school English teacher attendees.

In earlier years we followed the Taiwan tradition of funding conferences, including airfare for invited speakers, primarily from grants from the Ministry of Education and National Science Council, but this approach has had to be changed because government funding in general for all educational enterprises has been gradually reduced and greater reliance on private sources of income encouraged.

ETA has been reluctant to raise conference registration fees because of member objections, even though the roughly US\$30 fee is hardly sufficient to cover the cost of the three lunches, program book, and approximately 700-page pre-conference selected papers. Therefore, we have in recent years come to rely more upon publishers to take care of invited speakers, to sponsor special events/materials such as receptions or conference bags, and to pay higher fees for exhibition booths and commercial speakers. Since conference attendance is high and many participants come to browse and buy materials, publishers and distributors of ELT materials know they are making a good investment in our conference.

Now ETA offers its members an annual conference and two 20-page newsletters per year. Conference registration includes a year's membership. While local teachers at all levels are well represented, teachers at private cram schools and non-Chinese schools are as yet under-represented. Nevertheless, even their participation is increasing with more bilingual publicity and the establishment of a bilingual website (<http://www.eta.org.tw>).

ETA-ROC is definitely an organization of and for Taiwan's teachers. At least 90% of the approximately 2000 membership are Chinese; 20 of the 21-member board of directors are Chinese. While more foreign English teachers should be involved in professional development activities such as conferences, and ETA is actively recruiting their participation, I strongly believe that ELT organizations should be led for the most part by local professionals. I am proud to be the one foreigner on the board, and I try to make contributions where they are needed - as newsletter editor, where I write a lot of copy in English, and as international liaison, where I can use my love of travel to represent ETA to our sister organizations throughout the world. Foreigners/expatriates do have a role to play, but ETA-ROC, like KATE, is a homegrown organization.

This year, ETA-ROC is particularly happy to be hosting the Fourth Pan-Asian Conference in conjunction with its Eleventh International Symposium and Book Fair on English Teaching from November 8-

10, 2002, at the Chien Tan Overseas Youth Activity Center in Taipei. Co-sponsors are Korea TESOL, Thai TESOL, the Japan Association for Language Teaching, and the Far Eastern English Language Teaching Association (Russia), but all funding is taken care of by the organization of the country in which the conference takes place. For PAC4, we have as invited speakers Neil Anderson, H. Douglas Brown, Ann Burns, Ron Carter, Chris Candlin, Andy Curtis, Richard Day, Carolyn Graham, Denise Murray, David Nunan, Sandra Savignon, and others.

There will be 20 concurrent sessions from 8:30 to 5:30 on all three days of the conference. These include over 300 papers, workshops, colloquia, and panel discussions by local presenters as well as presentations by participants from over 15 countries. Registration is only US\$63 and special accommodation rates are available at the well-known Grand Hotel, which is right across the street from the conference venue. While the proposal deadline had long passed, international participation is welcome. For details, see <http://www.eta.org.tw>. We look forward to welcoming you to Taipei in November.

We at ETA are happy to have signed an affiliate

agreement with the Korea Association of Teachers of English. I will be attending your conference in July, and KATE will be represented at PAC4. Let us make this the beginning of very productive friendship and cooperation between Korean and Taiwan teachers of English.

*Dr. Johanna E. Katchen (Ph.D. in linguistics, Pennsylvania State University) has been teaching at National Tsing Hua University, Taiwan, since 1985. She teaches undergraduate English majors and MA students specializing in English teaching. Her research interests and papers focus on the use of video in ELT. She is author of Public Speaking in English for Chinese Students and Using Authentic Video in ELT; she is working on a project entitled English Learning Through DVD Films and the Internet. She is active in TESOL and has served as both newsletter editor and chair of the Video Interest Section. Since 1997 she has been a member of the executive board of ETA-ROC and is presently conference chair for the November 2002 Fourth Pan-Asian Conference/Eleventh ETA Conference. Email: katchen@mx.nthu.edu.tw*



## Guest Column 2



**Donna J. Fujimoto**  
Kobe University of Commerce

### Debunking Five Classroom Myths in the Japanese Classroom

**I**s there really such a thing as an EFL methodology geared to Asian students? Some colleagues in Japan refer to special knowledge and teaching strategies they have developed in order to be effective with Japanese students, and I have always learned a lot from colleagues with open minds and long experience in this culture. On the other side of the world, I am rather surprised how often teachers in North America ask me for advice on how to reach their Japanese students. They want to know how to draw these students out and engage them more in their classes.

I would like nothing better than to give a thoughtful answer; however, the questions are always asked in a context when there is no time for more than a sound-bite answer. What is exasperating to me is that these teachers are usually looking for some type of quick-fix formula, which is exactly what will not work. Instead, it warrants a rather heavy investment of time to observe more carefully the classroom dynamics, the different individual behaviors, and the cultural behavior patterns that are at play. On top of this, more time is needed out of class to find out about students' backgrounds, their goals, and their needs, and equally important, teachers need time for deep self-reflection on their presuppositions, their teaching goals, and motivations.

There is a tendency for all of us to rely on generalizations and stereotypes, but these are restricting our view of what our students can and

cannot do. The Japanese culture seems to have its share of persistent myths, which despite major social, economic, and political upheavals continue to keep a vise on commonly held thought patterns. On top of this, the Japanese themselves repeat these myths to other people and amongst themselves, which actively propagates them even when some of these beliefs are quite negative or have no evidential basis.

It would be well worth one's time to read Befu Harumi's works (2000, 2001), which give an anthropologist's analysis of Japanese beliefs and how they affect individuals and the overall society. The Japanese-American psychology professor, David Matsumoto (2002) has recently come out with a book debunking seven Japanese cultural stereotypes. It seems clear that there are some major changes underway which are already affecting the students in our classrooms.

For my part I would like to take aim at some persistent classroom myths which do not help our cause. The first is not so much a classroom myth as a typical teacher presumption. We judge how well a class is going by the amount of student interaction, the looks of interest on their faces, the quality of ideas and topics generated, and the general atmosphere. It was only a few short years ago that I learned from my own students that this is not the best way to judge how well a class is going. The students of these courses were required to write reflections about their class every week. From their writing I saw that there were many occasions when my assessment did not match theirs at all. To my "teacher eyes" they looked bored, they did not speak a lot, and the pace seemed excruciatingly slow. I concluded that I should change the next lesson since it didn't seem to be working.

I was surprised when students wrote that the topic had been interesting and that they had learned a lot from other members of their group. In some cases, students requested that we continue the same activity. Several of the most quiet members wrote extremely thoughtful and detailed reflections illustrating that they were indeed engaged, but I had had no way of telling without their writing. I began to rely much more on student reports rather than on my teacher judgments. What to a teacher may feel "excruciatingly slow," may be just the "right pace" to students. I learned that when I followed the students' rather than my own judgments, they delved much more deeply into the topics than would have been allowed with my original lesson plan.

There are definitely times, though, when I do not follow student comments. Students claim these are reasons for their lack of speaking ability, but they are actually only myths:

1) Japanese are shy.

- 2) They cannot express themselves well in words or in body language.
- 3) They are all the same.
- 4) They can learn English conversation better from native speakers of English than from non-natives.

For the first three myths, I could get incontrovertible evidence refuting each of them, if it were possible to videotape students after they leave the classroom. Students would be the first to agree if they saw themselves. When students enter the classroom they come under the spell of a very strong "classroom culture," one that they have learned very well over the course of years, and one which brings forth these continuing myths. Teachers who are expecting fast-paced, spontaneous, and active participation have a tough job of getting their students to shed their previously learned classroom norms. It is not easy even when students are consciously aware of what is expected of them, and it is this "classroom culture" which is affecting the students that the North American teachers were asking advice about.

As for the last misconception, change will come only with a more enlightened language policy, with better professional training of both NSs and NSSs, and with more support for local teachers. Perhaps there is a need for attention to be drawn to methodology geared for Asian students. If more people in our field would reach this conclusion, it would be essential to involve both NSSs and NSs to collaborate in the development of a very interesting area, and this would certainly benefit not just students but teachers as well.

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## Teaching Ideas: Writing



Kirsten B. Reitan  
GSP, Kyung Hee University

### A Task-Based Writing Activity

Teaching writing is always a challenge. I was surprised to find out how similar the writing problems of American middle and high school students I taught in the past were to the Korean university students I teach now. Though some problems in writing such as word choice, verb tense, word order, and grammatical complexity stem from learning English as a foreign language, most problems seem to be inherent to writing in general. The first problem many writers have is how to write a good, cohesive paragraph. The second major problem is how to develop their ideas and create good organization. Unfortunately, there is no easy solution or path to achieving good writing. Writing takes practice and requires careful feedback and attention from the teacher. So I won't be able to offer you any tricks or shortcuts to better writing.

There is a vast body of literature on the process of writing as it concerns native speakers and second language writers. One of the major concepts is that writing is an on-going process. Teachers can help facilitate this process by asking students to write more than one draft. I generally ask my students to write a first draft, which I then go over carefully, commenting on content, organization, cohesion, and grammar. Although each student assignment can take up to 30 minutes to review and give feedback on, the resulting second drafts are vast improvements over the first drafts. Another way that teachers can help students become better writers is to encourage peer review. Students read and give feedback on each other's papers. When it is successful, students get lots of ideas on how to improve their content and organization. Some students are even very helpful in improving their peers' grammar and cohesion.

Something that I firmly believe helps to improve writing is *reading*. The best writers have read extensively and are able to draw upon language they have read and rhetorical patterns they have been

exposed to. So in addition to teaching the basics of good paragraph construction, exposing students to well-written paragraphs is essential. Using well-written, authentic models is particularly good for intermediate and advanced writers. Think about the first time you ever wrote an editorial, journal article, or other professional piece of writing. Did you just create it out of the blue, or did you draw upon your knowledge of similar pieces? These days, resources for authentic text can easily be found on the Internet, in the newspaper, and in magazines.

Finally, I have found that my writing classes benefit from using discussion and a variety of task-based activities in class. This helps them to understand what they have read, to generate ideas on what to write about, and to connect writing with speaking, listening, and reading. It also capitalizes on Korean students' strength in working together in groups. The following writing activity is a good example of a task-based approach to teaching writing.

**Target Level:** High-Intermediate to Advanced

**Class Type:** Conversation and/or Writing

**Focus:** Description writing, group work, presentation skills

**Materials Needed:** One geographical map on A3 paper and several identical maps of reduced size on A4 paper.

The following teaching idea is adapted from George Rookes' *The Non-stop Discussion Workbook*, 2nd edition, Unit 9, pp. 47 - 49.

Teachers will need to prepare a basic map of a geographical area that features a lake or pond, a river that divides the map in half, several large, open undeveloped areas, and two or three forested areas. The map may also have a legend showing the approximate sizes of apartment buildings, shopping centers, business districts, bridges, roads, parks, gardens, etc.

**Step 1: Brainstorming** Brainstorm as a class or in small groups, necessary elements needed to plan or build a new town or city. (I usually open this part by

asking students where they live and if they are familiar with any planned communities in Korea. Bundang near Seoul often comes up as an example.) Some necessary elements include: apartments, police and fire stations, schools, supermarkets, a community center, a senior citizens' center, day care facilities, shopping areas, a movie theater, etc. My classes have come up with comprehensive lists containing as many as 100 items.

**Step 2: Orientation.** Show the class the enlarged version of the map. Tell them they are going to form teams of town planners who will be planning a new community to be built just outside (name of city).

They will need to come up with a name for the town, and decide on the population, area, and any special concepts for the community (i.e., retirement community, bedroom community, gated community, car-free community). Depending on the level and ability of your students and the time allotted for your lessons, you may give them some parameters, such as type of community, size of community, essential elements to be included in the planning, or building restrictions. I have always chosen to give my students as much leeway as possible, and so leave them with a minimal set of parameters.

**Step 3: Designing the town.** In small groups, students are each given one A4-size map to sketch and plan on, and each group of four is given one or two A3 maps to draw their final plan on. I find that my students need about one hour to plan and sketch out their new towns.

**Step 4: Presentation.** Each group presents their town design to the rest of the class using their A3-size maps. Depending on the level of the group and time allotted, presentations can range from a very basic sharing of their concepts to a more formalized presentation with details and explanations about the various facilities and layout of the community.

**Step 5: Vocabulary activation.** I make sure that my students are familiar with locative vocabulary expressions that can be used to describe the layout of a town, as even advanced students often are unfamiliar with these. Examples include: *in the northeast corner; the road running north-south; located between the river and the southwestern forest; running along side the river; parallel to the road.* For intermediate students, a review of more basic locative vocabulary, as used in giving directions, may be helpful (i.e., *in front of the store; next to the mall; behind the school; directly across the street from the church; under the streets; over the bridge; above the river*).

**Step 6: Writing assignment.** For homework, I ask each student to individually write a description of the town their group designed and to include a photocopy of the map. In an intermediate writing class, I might simply ask for a description of the town and some explanations about the concept. In an advanced class,

I ask them to target potential investors or homeowners and to tailor their descriptions to meet their questions.

I have used this activity with great success and have been

very impressed with the creativity and ingenuity involved in the towns they design. It also puts the students in charge of their own learning and gives them solid material to base their writing on. I would be interested to see how this activity turns out in other teachers' classrooms. After you have tried it, drop me a line at: [reitankb@netscape.net](mailto:reitankb@netscape.net)

## Reference

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**Something that I firmly believe helps to  
improve writing is reading. The best  
writers have read extensively.**

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### Factoid

The *KATE Newsletter* has been a thrice-yearly publication since its inception in 1992.

## Teaching Ideas: Reading



By Douglas Margolis  
International Graduate  
School of English (Seoul)

### Pre-reading Skills: Schema-Building

Students don't learn reading skills from memorizing explications or translations about the meaning of texts. Unless the course subject is history, computer programming, or literature, the teacher of English as a foreign language who expends a great deal of class time on explaining meaning is erroneously teaching content instead of reading skills. The reasons for this error are many. For instance, students frequently feel that teachers are supposed to explain the meaning; they accuse teachers of failing to fulfill their responsibility if this is neglected. Also, teaching content provides concrete items for tests, clear right and wrong answers that help provide a sense of security and justice to both the student and teacher. The reading process is invisible, while the content is not only visible, but also verifiable. Moreover, students like translations. They provide certainty in the language learning haze. The authoritative teacher with all the answers builds student faith and trust. On the other hand, teachers often feel more secure in their roles after laboring to make sense of texts and constructing ways to communicate their understanding to students. This method provides ready feedback to teachers to confirm that they are performing their duties responsibly.

A reading skills approach, however, can threaten comfort zones because instead of focusing on the product of reading, the typically invisible process is emphasized. The skills-building approach also demands that students develop their tolerance of ambiguity and their own criterion of correctness, both considered important by second language acquisition researchers. Both also require practice. Only through practice can students acquire skills and become effective in their use. Putting the burden on students, however, means teachers must give up their role as dictator of meaning and instead assume the role of collaborator and facilitator - pushing students to stretch their abilities, practice, and develop their own

understandings of the text.

To clarify the difference between the traditional and skills-building approaches, consider the following examples. In the traditional class, the teacher opens the textbook, introduces the reading, provides reading time, either chorally or individually, and then engages in explication of the text, aiming to make sense of every last idiom and grammatical nuance. Students may be encouraged to question and discuss the text, but rarely are they encouraged to imagine themselves as one source of the text's meaning. In a reading skills-oriented class, however, one might begin by discussing how to guess and predict the text's contents based on headings, graphics, and other design elements. Then break the class into small groups and have them pre-read several texts, giving no time for detailed reading, but asking each group to form judgments about the text's topic, perspective, and merits, just as any shopper in a bookstore does in determining what to buy.

Usually, reading skills get categorized into pre-reading, during reading, and post-reading groups. This article focuses on pre-reading skills, and more particularly, on "schema-building." Schema-building arises from learning theory that suggests people understand new concepts and ideas when connected to what they already know. The more connections one makes, the better the new material is learned. Schemata are the frameworks of one's knowledge. Building schemata refers to constructing conceptual frames of what students already know in order to draw connections between that and the new material they will confront. Many teachers engage their students in schema-building when introducing texts, but few actively teach students to build schema on their own.

The following task, which can be a classroom activity and/or take-home assignment, aims to develop and rehearse schema-building skills. Depending on the texts used for this task, it can be effective for intermediate- and lower-level students. In addition, since student ability level is usually diverse, this activity is designed for small groups, which can offer support for weaker students. To use this activity, first introduce schema-building and its value. Then walk the class through one or two schema-building processes. A

randomly picked book is fine for this modeling purpose. Then use a text from the students' book. Despite modeling, there are usually a number of students who still won't comprehend that they should do the task *without reading* the text. To solve this problem, impose a strict time limit of one minute for answering question 2 and then tell the students to close their books for answering the other questions.

In attempting the activity below, remember that there are no right and wrong answers. Schema-building will present a plethora of responses

depending on student experiences. Consequently, grading should be based on whether or not students understand schema building and can do it well. The quantity and quality of detail by which students respond and their ability to justify responses might be appropriate criterion.

While schema-building does not directly advance foreign language proficiency, adept use of this skill helps students negotiate meaning in texts, especially difficult foreign language texts, which, in turn, builds confidence and promotes more practice.

### Schema-Building Practice

**Objectives:**

- ▷ Practice pre-reading skills.
- ▷ Pre-read the textbook.
- ▷ Practice schema-building activities.
- ▷ Prepare for future textbook reading work.

**Instructions**

1. Follow the directions carefully.
2. Each group member is responsible for 3 chapters; the group does a total of 12.
3. Submit the assignment by (date). Staple group members' assignment papers together.

**Number 1**

Write one name and student number to designate a group member responsible for the following chapters.

<b>Responsibility</b>	Chapter 1, 5, 6	Chapter 2, 7, 8	Chapter 3, 9, 10	Chapter 4,11, 12
<b>Student name &amp; number:</b>				

**Number 2**

Pre-read the chapters of the textbook for which you are responsible (3 chapters total). Help group members with their pre-reading tasks. Then write the main topic of the reading selections for your chapter in the space below. (Remember: Don't read the passage; use your *pre*-reading skills!)

<b>Chapter</b>	<b>1st Reading Selection Topic</b>	<b>2nd Reading Selection Topic</b>	<b>Topics</b>

**Number 3**

What do you know about the author of the text? Write information about the author of the first reading selection in the table below. (Use a separate paper to write author information for the other readings.) Important: You may not know the answers to all of these items. If not, make a guess or leave it blank. The main point is to think about the author before reading the text.

<b>Gender</b>	<b>Age</b>	<b>Occupation</b>	<b>Culture</b>	<b>Education</b>	<b>Author</b>
Male / Female					
<b>Interests &amp; Concerns:</b>		<b>Reasons for Writing Text:</b>			

**Number 4**

In the table below, write what you know about the topic of the first reading selection. (Use a separate paper to write topic information about the other readings.) Consider past experiences, movies, conversations, etc., anything that you may have heard or read about the topic.

Source of Knowledge	Knowledge of Topic	<b>Personal Knowledge</b>	

**Number 5**

In the table below, write ideas or knowledge that is related to the topic of the first reading selection. (Use a separate paper to write topic information about the other readings.)

Ideas Connected to Topic	<b>Related Ideas</b>	

**Number 6**

Decide how important the reading selections are for your current needs and interests. How might each reading selection help you? How will they not help you? Use the table below for your first reading selection and then use a separate paper for the other reading selections. The answers here should be *your* opinion, based on what you know about the text, the author, and the topic *before* reading.

Pre-reading Judgment	Yes / No	Reason for Answer	<b>Judgment</b>	
Important?				
Relevant?				
Helpful?				
Worth Buying?				



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**KATE International Conference 2002**  
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## Special Report 1



**Kang Hoo-Dong**  
KATE Treasurer  
Sungsim College of Foreign Languages

# The 36th International IATEFL Annual Conference

One of the closest associations to KATE is now IATEFL. The 36th International IATEFL Annual Conference was held at the University of York, UK, on March 22-26, 2002. As a Regional Associate of IATEFL, KATE has sent a representative to participate in the Associates' meeting as well as the international conference of IATEFL since last year for our representative to meet with the representatives from other IATEFL Associates and share ideas, needs, and experiences in running an associate organization.

Since it was my first time to attend an IATEFL convention, I was wondering how large the conference would be. The event turned out to be a really large and very successful conference with 1300 delegates attending five plenary sessions and more than 300 academic sessions of talks, workshops, panel discussions, and Special Interest Group Open Forums.

Among the more than 70 currently registered Associates, about 60 associate delegates participated in the Associates' Meeting which took place from 9 a.m. to 5 p.m. on the 23rd. The events of the meeting were as follows.

The meeting was begun with words of welcome by Kari Smith, Associate Coordinator, and greetings by the IATEFL President Susan Barduhn and the Incoming Vice-President Peter Grundy. A call for nominations for the post of Associates' Coordinator was then made by Susan Barduhn.

Next, Josef Huber of ECML spoke on some key issues of language education and the current program of activities of the European Centre for Modern Languages. This was followed by an open session on "Sharing and Caring," chaired by Paula Jullian from Chile, in which Associate representatives were invited to tell about their organizations and situations and to ask questions about others.

An hour of workshops followed. They were on "How to Run a Teachers' Association" (Silvija Andernovics, Latvia) and "How Can Teachers' Associations Work with Teacher Education Institutions to Recruit New Members?" (Gabiella Gulyas, Hungary).

After lunch, ELTJ Journal Editor Keith Morrow spoke on "How to Get Published in ELTJ (The English Language Teachers Journal)," and ELTJ Board Member Simon Greenall presented on "The Relationship between IATEFL and ELTJ."

Also in the afternoon session were reports and discussion on the Wider Membership Scheme in general and issues arising from it, the introduction of the Regional Links and the planning of their work with the Associates, the scheduling of regional meetings throughout the Conference, and reports from workshops by workshop participants.

At the Venice-like campus of the University of York, ducklings, swans, bunnies, and daffodils adorned the setting of the well-organized and excellent presentations and the nice exhibition at the annual international conference. I felt it a great honor to attend the Associates' Meeting and the Conference. I hope additional representatives will be sent to the IATEFL Conference in future years.



*For more IATEFL Conference highlights, see the IATEFL News section of News from Our Partners on page 24.*

## Special Report 2



Lee Chan-seung  
Neung-yule EFL Publishers, Inc.

### My Trophies from TESOL 2002

“Ah ha,” the moment I stepped off the plane I realized why they had selected Salt Lake City as the venue for the 2002 Winter Olympics. Even in the middle of spring, a range of snow-capped mountains that seemed close enough to touch surrounded the city. Obviously, the proximity of the mountains and other outstanding features makes it the perfect site for a variety of winter sports.

After going through customs, I went directly to the tourist information counter to pick up some brochures and to find out how the city got the name “Salt Lake.” One of the brochures satisfied my curiosity. The name comes from the Great Salt Lake, which is located just north of the city and is about 75 miles long and 28 miles wide. Its water is typically 3 to 5 times saltier than that of the ocean.

Early in the morning on the 9th of April, I decided to walk to the Salt Palace, the convention site for TESOL 2002, to take a brief look at the city and enjoyed the beautiful early spring flowers lining the street. When I arrived at the site, the gigantic banner “TESOL 2002: Language and the Human Spirit” caught my eye and welcomed the members of our party. Later, I discovered the relevance of something so ethereal as “the Human Spirit” to the very down-to-earth task of teaching English: effective language teachers should be spirited, inspiring, and even inspirational.

I will remember TESOL 2002 as one of the TESOL conferences I have gotten the most out of. Here are some of the conference’s highlights for me:

1. Presentations related to corpus and concordance programming were drastically increased in number at TESOL 2002. I can imagine that traditional grammar will soon undergo significant changes in many aspects, even in Korea. Luckily, I could obtain a book on corpus linguistics published recently in North America and Monoconc Pro 2.0 software to analyze English usage. These are my two major trophies from this trip.

2. ETS has released the features of the prototype of the New TOEFL. They are planning to introduce the New TOEFL throughout the world, no later than 2005. What are the major changes? Many. First of all, the test will incorporate compulsory speaking and writing tasks in a single test kit. The biggest change is the fact that the two different tasks ask test-takers to respond based on the information in “academic” listening and reading materials. This change contrasts with the current TOEFL TWE/TSE tests, which assess ability to formulate and express ideas based on “personal” experiences and preferences and “non-academic” materials. I earnestly hope this kind of production test can be incorporated into the Korean College Scholastic Ability Test (CSAT) so that a positive washback effect can enhance the communicative ability of Korean students.

3. The notion of “World English” seems to have already been widely accepted and was a major subject area at this year’s TESOL conference. This acceptance means that Australian English, New Zealand English, etc. are no longer considered non-standard, and the traditional native/non-native dichotomy is no longer considered valid. The new paradigm can be summarized as this: “American/British English is ‘a’ variety, not ‘the’ variety, of English.” According to this notion, it seems that we Koreans should not be ashamed to use “handphone” instead of “cell/mobile phone” as long as communication is successful.

Personally, I get the feeling that there could be significant changes in assessment and teaching materials in the near future. English tests will increasingly focus on communicative competence rather than accuracy based on American/British English. They will also focus on “intelligibility” rather than proficiency idealized by the native speaker. The New TOEFL is already designed not to give a low score simply because the test-taker’s pronunciation is not close to the native speaker’s.

4. What is language? How do we learn? What is the role of teaching? These questions were answered by Dr. Joan Kelly Hall from the University of Georgia. The following are the central tenets of her presentation:

□ The purpose of teaching is to socialize

learners into a variety of intellectual activities and thereby expand their cultural toolkits for sense-making and socio-cultural identities.

- The search for the best method of teaching language is no longer relevant.
- Focus should be placed on creating effective communities of language learners in our classrooms.

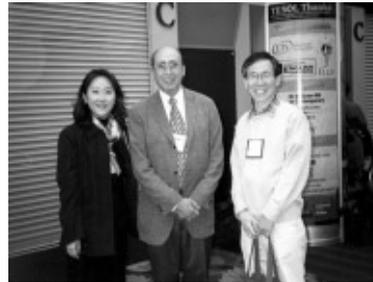
5. "Passage Dependency in Standardized Reading Comprehension: Exploring College English Test Reading Comprehension" - this presentation was about dilemmas, like the ones below, facing college teachers of English in China.

- Some students who do well at answering multiple-choice reading comprehension questions do not seem to understand the passages they are reading.
- Teachers and students doubt that multiple-choice reading comprehension tests are a valid indicator of the test-taker's actual ability.

- Teachers focus on test-taking strategies to deal with multiple-choice test items rather than developing reading skills.

It seems to me that we are in the same boat with regard to the English component of the Korean CSAT test.

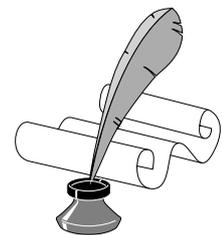
I am already fantasizing about how nice TESOL 2003 in Baltimore, Maryland, will be and the trophies I may return with next year.



Lee Chan-seung (left) with Jack C. Richards (center) at TESOL 2002.

## KATE NEWS

### Reports from the Council



#### General Affairs



Oh Junil, Secretary-General  
juniloh@pknu.ac.kr

#### Summer 2002 International Conference Nears

KATE's summer international conference will be held on July 5-6, 2002 at the Busan Convention Center (BEXCO), in Busan. Distinguished speakers, including Christopher Brumfit, Andrew Cohen, Richard Day, Rosamond Mitchell, Brian Paltridge, and Bernard Spolsky, are scheduled to make plenary and concurrent presentations. Scores of other scholars from home and abroad will also be giving presentations. The two-day conference will focus on the theme, "Underlying Philosophies in English Language Education," a topic that demands our attention in the midst of all the changes that are taking place around

us. Mark your calendar and meet the speakers at the conference! For further details, please contact Prof. Han Sang-ho (Conference Chair, Kyongju University) by email at <singhap@chollian.net> or Prof. Oh Junil (Secretary-General, Pukyong National University) at <juniloh@pknu.ac.kr>.

#### KATE Website Renovated

The new KATE website has been recently completed. Thanks to the dedicated efforts of Prof. Lee Byungmin (KATE Editor; Seoul National University) and other council members, it can now be accessed by KATE members and non-members as well. The homepage address has not changed: <<http://www.kate.or.kr/>>. Visit the website and get connected with the community of English language teachers.

#### Directory Updates

KATE is updating its directory that lists addresses, phone numbers, email addresses, and affiliations of all our members. If KATE's publications or email messages do not get to you, this means you need to update your information through the Secretary-General. A new directory will be published in July and mailed out to all members shortly thereafter.



## Publications



Choi Yeon Hee, Vice President  
yhchoi@ewha.ac.kr

### Spring International Edition Published

The Spring International Issue of English Teaching (Vol. 57, No. 1) has been published and should now be in the hands of all members. It is our largest international to date, carrying thirteen articles, including contributions by Kohn H.A.L. de Jong (Language Testing Services, The Netherlands), Gillian Wigglesworth (U. of Melbourne), Kari Smith (Oranim Academic College of Ed., Israel), and Stephen Carey (U. of British Columbia).

We are now accepting contributions for the winter issue and the spring 2003 international issue, which accepts only articles written in English.

### Changes in Journal Paper Guidelines Go into Effect

A new style sheet for *English Teaching* will be followed beginning with the fall 2002 issue. Accordingly, papers submitted to the journal should meet the following specifications. The left and right margins should be 5 cm; the top and bottom margins, 5 cm; the top header, 5.5 cm; and the bottom header, 1 cm. The main text should be in Times New Roman font, 9-point, and the letter spacing should be 95% in 0.2-point narrow spacing. The line spacing of the main text should be fixed 13-point, while that of the abstract and footnotes should be fixed 11-point. Text, footnotes, and references should be fully justified. The subheadings should be numbered in the following subordinate order: I. --> 1. --> 1) --> (1). There should be only empty space following each subheading,

except from the fourth subheading on. No subheadings should be indented. The main text, however, should be indented 0.35 cm at the beginning of each paragraph. References, graphs, illustrations, etc. should follow the APA (American Psychological Association) style guidelines.

### Call for Papers for the KATE Journal

The KATE journal, *English Teaching*, encourages submissions of previously unpublished articles related to research on theoretical and practical issues in the field of learning and teaching English as a second/foreign language. All submissions will undergo a blind review process. The submission date for papers is December 1st for the spring issue, March 1st for the summer issue, June 1st for the fall issue, and September 1st for the winter issue. The spring and fall issues are international issues for which only papers written in English are accepted for consideration.

Journal manuscripts must be initially submitted with a receipt for the evaluation fee (50,000 won or 40 US dollars). In addition, when the final version of the manuscript is submitted, the receipt for the publication fee must also be submitted (100,000 won or 80 US dollars for the KATE members; 150,000 won or 120 US dollars for non-members).

Papers should be no more than 25 double-spaced pages, including an informative abstract of not more than 200 words. They must conform to the style guidelines of the American Psychological Association. [See details at the end of the summer issue (Vol. 57, No. 2) of the journal]. Four copies of the manuscript should be submitted to:

Prof. Yeon Hee Choi  
Department of English Education  
Ewha Womans University  
11-1 Daehyon-dong, Sudaemun-ku  
Seoul, 120-750, S. Korea  
Tel: 02-3277-2655

## Members in the News



### Appointments

김영우 (U. of Texas at Austin). 국제영어대학원대학교 영어  
교재개발학과 조교수로 임용됨.

이혜원 (U. of Southampton). 영어교육학박사 취득.

양은미 (배재대). 꽃동네현도사회복지대학교에 전임강사로 임  
용됨.

정영국 (한국교육과정평가원). 국제영어대학원대학교 영어교  
재개발학과 조교수로 임용됨.

정현수 (한양대). 국제영어대학원대학교 영어지도학과 조교수  
로 임용됨.

Douglas Margolis (동서울대). 국제영어대학원대학교 영어교  
재개발학과 초빙전임강사로 임용됨.

한종임 (이화여대). 미국 기반의 CALICO와 유럽 기반의  
EUROCALL에 대응하여 설립된 아시아 태평양 지역 중  
심의 CALL학회인 APACALL (Asia-Pacific Association  
for Computer-Assisted Language Learning)의  
Regional Group Leader/Korea 임명됨. 회원 가입은  
APACALL홈 페이지(<http://www.apacall.org>)의  
Guest에서 할 수 있으며 현재 회원 가입은 무료임.

*Casino English*. Seoul: Paksan Publishing Co.

한종임 (이화여대) [2002]. *영어음성학과 발음지도* (한국문화사).

### Presentations

류호열 (한경대) [2002.5]. English Reading Instruction by  
Using the Internet. Paper presented at the JALT  
CALL 2002 International Conference, Hiroshima  
Jogakuin University.

임희정 (호남대) [2002.5]. A Web-Based Teacher Training  
Course: How to Implement Its Contents. Paper  
presented at the JALT CALL 2002 International  
Conference, Hiroshima Jogakuin University.

### New Members

김미숙 (상지대)

박선호 (명지대)

신인영 (남서울대)

최영선 (부천 중흥고)

이근영 (한솔교육문화연구원)

광주교대 도서관

명지대 도서관

배화여대 도서관

김영철 (주 티앤이)

### Publications

양일용 (제주관광대), Robert Dickey (경주대). [2002].

## KATE International Conference 2002

### *Underlying Philosophy of English Language Education*

July 5-6, 2002 (Fri. & Sat.)

Busan Exhibition & Convention Center (BEXCO), Busan, Korea

#### *Plenary Speakers*

**Bernard Spolsky, Israel**

**Richard Day, U.S.A.**

**Peter Grundy, Australia**

**Yinhua Li, China**

**Christopher Brumfit, U.K.**

**Andrew D. Cohen, U.S.A.**

**Brian Paltridge, Australia**

**Rosamond Mitchell, U.K.**

*also speaking*

David Carless, Hong Kong

Suchada Nimmanit, Thailand

Hiroshi Suzuki, Japan

Dinah Mindo, Philippines

Keiko Hayasaka, Japan

Johanna Katchen, Taiwan

*and more*

Contact Dr. Sangho Han at: [singhap@chollian.net](mailto:singhap@chollian.net)

## NEWS FROM OUR PARTNERS



### The Latest from IATEFL

#### IATEFL Conference in York a Big Success

For those of you who were at York, you will understand exactly what is meant by “the ducklings, swans, daffodils, and bunnies, coupled with excellent presentations and the best exhibition ever made our recent annual conference at the Venice-like University of York an absolute treat.” The buzz was intoxicating. For those of you who were not there, here are just a few of the highlights:

- ▷ The annual Associates’ Dinner took place on a boat sailing down the River Ouse. Yorkshire puddings and bawdy Yorkshire songs provided a lively atmosphere during this important networking event for our international Associates and volunteer leaders.
- ▷ Peter Medgyes wasn’t spotted in a bunny outfit after all, but people in funny hats were, and hundreds of prizes from all over the world were donated and won in the scholarship raffle.
- ▷ The scholarship winners were introduced to the whole conference and attended a special lunch with David Crystal, IATEFL Patron, and other VIPs. Interest in these and new scholarships was keen, and to give an example, during the conference more than 150 IATEFL/SIT Scholarship applications were given out.
- ▷ There were 1300 delegates attending five plenary sessions and more than 300 academic sessions of talks, workshops, panel discussions, and SIG Open Forums.
- ▷ Evening activities were popular: comedy, poetry, Steiner movements, an international quiz, and parties held in medieval and Victorian settings.

The next conference will be April 22-26, 2003, in Brighton. It would be nice if we could borrow York’s ducks and bunnies...

#### A New SIG!

This highlight deserves a section of its own, because it is not often that a new Special Interest Group comes into being. The process includes a number of hurdles to get through, the last of which is getting 50 signatures at the annual conference and a group of people willing to become the first committee. This was achieved in York at a very enthusiastic meeting chaired by Philida Schellekens.

We are very proud to announce IATEFL’s 15th SIG, but we can’t tell you its name yet! Its working name is ESOL SIG, but we are well aware that that acronym means different things around the world. The aim of this SIG will be to exchange information between EFL and ES(O)L teachers, in countries where English is taught as a second language, and to learn from the best practice in these respective fields. People have for some time been concerned that the “F” in “IATEFL” excludes people teaching ESL to refugees and immigrants, and we have considered changing our name, but it’s not easy changing a brand. Having this SIG will enable IATEFL to expand its focus and will include those involved in ES(O)L to network on an international scale. Participants at the first meeting of this new SIG included educators from India and Lesotho as well as the UK.

To find out more about this SIG and to join IATEFL, contact the addresses below.

IATEFL Contact Information  
 Address: 3 Kingsdown Chambers,  
 Whitstable, CT5 2FL, UK  
 Tel: +44 (0)1227 276528.  
 Fax: +44 (0)1227 274415.  
 Email: [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org)  
 Website: <http://www.iatefl.org>

## JACET NEWS

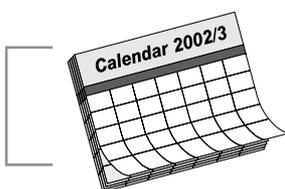
### English Education in East Asia Research Project

One of the SIGs (Special Interest Groups) of JACET (Japan Association of College English Teachers) is the English Education in East Asia Research Project started by a group of English professors and researchers who are members of JACET's Kyushu-Okinawa Chapter. The project had its beginnings back in 1999 and aims to develop comparative research on English education in East Asia as well as to enhance academic and cultural exchange between researchers and students in the region. Researchers in the project began by focusing mainly on China, Japan, and Korea, but have since expanded the scope of research to include Taiwan, Hong Kong, and a number of countries in Southeast Asia.

The formation of the project was stimulated by the Japanese-language book (1997) now being

translated into English under the title *English Proficiency and Attitudes toward Learning English among University Students in China, Korea, and Japan*. The project's website is at <<http://yuldo.net/asian-eng/index.htm>>. Once there, click on "Current Activities" for a list of recent presentations. The website has a collection of links on English education in Japan and throughout Asia. Three of the eight 2001 presentations dealt with Korean English Education. A number of KATE members in the Busan area maintain close ties with the project through an active academic exchange program between YETA and the Kyushu-Okinawa Chapter of JACET.

REMINDER: The 41st Annual JACET Convention will be held on September 7-9 at Aoyama Gakuin University, Tokyo. This year's theme is "Integrated English Education: From Primary through Tertiary."



## UPCOMING EVENTS: 2002-03

### JUNE

**14-15 IRELAND** The 1st Inter-Varietal Applied Corpus Studies (IVACS) group International Conference: "Language in Use and Language in the Classroom." The University of Limerick, Limerick. Contact Fiona Farr at: [Fiona.Farr@ul.ie](mailto:Fiona.Farr@ul.ie) Website: <http://www.mic.ul.ie/ivacs/>

**21-23 UNITED STATES** TESOL Academy 2002 (Atlantic). Orlando, Florida. Contact: [academy@tesol.org](mailto:academy@tesol.org) Website: <http://www.tesol.org>

**22 KOREA** Applied Linguistics Association of Korea Conference: "Communicative Focus on Linguistic Forms in SLA." Seoul National University, Seoul. Contact Dongil Shin at: [shin@sookmyung.ac.kr](mailto:shin@sookmyung.ac.kr) Website: <http://www.alak.or.kr/main.html>

**22-25 TURKEY** The 1st International Troy-Ganakkale Language Teaching and School Development Symposium: "Foreign Language Teaching and School Development on the Way to Europe." Ganakkale Onsekiz Mart University, Ganakkale, Turkey. Contact: [dilsem2002@comu.edu.tr](mailto:dilsem2002@comu.edu.tr) Website: <http://www.comu.edu.tr/ing/>

**25-29 HONG KONG** An International Conference:

"Knowledge and Discourse 2: Speculating on Disciplinary Futures." Hong Kong University. Contact: [kd2query@hku.hk](mailto:kd2query@hku.hk), or Annie Mueller at: [amueller@hkucc.hku.hk](mailto:amueller@hkucc.hku.hk) Website: <http://ec.hku.hk/kd2/>

### JULY

**5-6 KOREA** The 2002 KATE International Conference: "Underlying Philosophy of English Education." Busan Exhibition and Conference Center (BEXCO), Busan. Contact Sangho Han at: [singhap@chollian.net](mailto:singhap@chollian.net) Website: [http://www.kate.or.kr/sub5\\_01.htm](http://www.kate.or.kr/sub5_01.htm)

**5-8 NEW ZEALAND** Community Languages and ESOL (CLESOL) Conference, the TESOLANZ biennial conference. Te Papa, Wellington, New Zealand. Contact Elizabeth Morrison: [e.n.morrison@massey.ac.nz](mailto:e.n.morrison@massey.ac.nz) Website: <http://www.tesolanz.org.nz/clesol.htm>

**15-18 BRAZIL** National BRAZ-TESOL Convention: "ELT-A Bridge to Understanding." Florianopolis. Contact Sara Walker at: [sara@sarawalker.com.br](mailto:sara@sarawalker.com.br) Website: <http://www.braz-tesol.org.br>

**19-21 TAIWAN** ROC Multimedia Learning and Instruction Association: "The 6th International Conference on Multimedia Language Education: ROCMELIA 2002." Kaohsiung City. Contact: rocmelia@pagic.net Website: <http://www.learn.org.tw/2002/call2002e.htm>

**21-22 KOREA** Korean Society of Language and Information (KSLI) Annual Summer Conference: "Interface between Lexicon, Syntax, and Pragmatics." Kyungpook National University, Daegu. Contact Young-eun Yoon at: yeyoon@ewha.ac.kr Website: <http://society.kordic.re.kr/~ksli/>

**22-26 UNITED STATES** National TPR Storytelling Conference. Sprayberry High School, Marietta, Georgia (near Atlanta). Contact Blaine Ray at: blaineray@aol.com Website: <http://www.blaineraytpers.com/atlanta.htm>

## AUGUST

**2-3 KOREA** Korean English Education Society (KEES) International Conference: "English Teacher Development in a Knowledge-Based Society." Korea National University of Education. Contact: kees21@hanmail.net Website: <http://cc.knue.ac.kr/~kees/>

**5-7 KOREA** Linguistic Society of Korea 2002 International Summer Conference: "Toward a New Linguistic Paradigm." Kyung Hee University, Seoul. Contact the Secretary General at: hssh@sangmyung.ac.kr or lsk2002@khu.ac.kr Website: <http://www.linguistics.or.kr/>

**8-9 KOREA** HPSG-2002: "The 9th International Conference on Head-Driven Phrase Structure Grammar." Kyung Hee University, Seoul. Contact Local Organizer Jong-Bok Kim at: jongbok@khu.ac.kr Website: <http://web.kyunghee.ac.kr/~hpsg2002/>

**12-15 CHINA** The 1st International Annual Conference of TEFL-CHINA: "Chinese TEFL Reform in the New Century." Tonghua City, Jilin Province. Contact: tefl@tefl-china.net Website: <http://www.tefl-china.net/tefl/aboutus.htm>

**14-17 FINLAND** EUROCALL 2002: "Networked Language Learning." Jyväskylä, Finland. Contact: Ms. T-M Heilala (registration) at: taru-maija.heilala@jyvaskyla.fi or Peppi Taalas (program) at: peppi@cc.jyu.fi Website: <http://www.solki.jyu.fi/eurocall2002/eurocall.htm>

## SEPTEMBER

**7-9 JAPAN** The 41st Annual JACET Convention: "Integrated English Education: From Primary

through Tertiary." Aoyama Gakuin University, Tokyo. Contact: info@jacet.org Website: <http://www.jacet.org/>

**13-15 TURKEY** IATEFL Special Interest Groups 2002 Symposium: "Special Interests - Common Interests." Sabanci University, Istanbul. Fax: +90 (216) 4839140. Website: <http://www.sabanciuniv.edu/iateflsig/>

**19-21 ARGENTINA** Argentine Federation of Associations of Professors of English Conference (2002 FAAPI): "Curriculum Development: Managing the Change." Cordoba. Contact: M. Lopez Barrios at: faapi2002@hotmail.com

**26-29 MEXICO** The 1st International Congress: "Teaching English at the University Level: Challenges and Perspectives." Fiesta Americana Condesa Hotel, Cancun, Qroo. Contact Ismael Garrido at: igarrido@siu.buap.mx Website: <http://www.buap.mx/eventos/lenguas>

**28-29 JAPAN** Peace as a Global Language Conference. Daito Bunka Kaikan, Daito Bunka University, Tokyo. Contact Cheryl Martens at: peaceconference2002@yahoo.ca Website: <http://kyushuelt.com/peace>

## OCTOBER

**3-5 KOREA** The Korea Association of Multimedia-Assisted Language Learning (KAMALL) 2002 International Conference: "A New Paradigm for Innovative Multimedia Language Education in the 21 Century." Seoul. Contact Conference Chair In-Seok Kim at: iskim@www.dongduk.ac.kr Website: <http://www.kamall.or.kr/>

**5-6 KOREA** The 10th Korea TESOL International Conference: "Crossroads: Generational Change in ELT in Asia." Sookmyung Women's University, Seoul. Call for papers deadline: June 15. Contact Conference Committee Chair Gerry Lassche at: glassche@yahoo.ca Website: <http://www.kotesol.org>

**12-13 PERU** Peru Association of Teachers of English (PATE) 6th International Conference. Santa Clara. Contact: appi20@hotmail.com

**14-16 THAILAND** International Conference on Learning and Teaching (COLT 2002): "The Challenge of Learning and Teaching in a Brave New World: Issues and Opportunities in Borderless Education." JB Hotel, Hatyai. Contact the Secretariat Dr. Preemon Nakarin at: colt@hcc.ac.th Website: <http://www.hcc.ac.th/colt1/>

**17-20 MEXICO** MEXTESOL XXIX Convention. Monterrey. Contact Octavio Espinoza at:

voespino@hotmail.com Website: <http://www.mextesol.uvmnet.edu/>

## NOVEMBER

**2-3 RUSSIA** University of Tambov: "Discourse in Language Teaching: Methodology of Research." Tambov. Contact Dr. Radislav Millrood at: [millrood@millrood.tstu.ru](mailto:millrood@millrood.tstu.ru) Website: <http://www.elc.freehomepage.com/custom2.html>

**8-10 TAIWAN** The 4th Pan-Asian Conference and 11th International Symposium and Book Fair on English Teaching: "ELT in Asian Contexts: Four PCs in the 21st Century." Taipei. Contact Conference Chair Johanna E. Katchen at: [katchen@mx.nthu.edu.tw](mailto:katchen@mx.nthu.edu.tw) Website: <http://mx.nthu.edu.tw/~katchen/pac4.htm>

**21-23 CANADA** The 30th Annual TESL Ontario Conference: "Bridges to the Future." Toronto Colony Hotel, Toronto, Ontario. Contact the TESL Ontario Office at: [office@teslontario.org](mailto:office@teslontario.org) Website: <http://www.teslontario.org/conf/conf.html>

**22-24 JAPAN** JALT 28th Annual International Conference on Language Teaching and the Educational Materials Exposition: "Waves of the Future." Shizuoka. Contact Joseph Tomei at: [jtomei@kumagaku.ac.jp](mailto:jtomei@kumagaku.ac.jp) Website: <http://www.jalt.org/jalt2002/call/index.html>

**22-24 UNITED STATES** ACTFL 2002: "Beyond Our Customary Borders: Language and Culture in Context." Salt Lake City, Utah. Contact Louise Patierno at: [lpatierno@actfl.org](mailto:lpatierno@actfl.org) Website: <http://www.actfl.org/>

## DECEMBER

**12-15 HONG KONG** The 24th Language Testing Research Colloquium: "Language Testing in Global Contexts." Asian Centre for Language Assessment Research, The Hong Kong Polytechnic University. Contact: [egACLAR@polyu.edu.hk](mailto:egACLAR@polyu.edu.hk) Website: <http://www.engl.polyu.edu.hk/ACLAR/ltrc.htm>

**16-21 SINGAPORE** AILA 2002 - The 13th World Congress of Applied Linguistics: "Applied Linguistics in the 21st Century: Opportunities for Innovation and Creativity." Suntec City International Convention and Exhibition Centre. Contact Conference & Travel Management Associates Pte Ltd at: [ctmapl@singnet.com.sg](mailto:ctmapl@singnet.com.sg) Website: <http://www.aila2002.org/>

## 2003 JANUARY

**23-25 THAILAND** The 23rd Annual Thailand TESOL International Conference: "ELT 2003: Culture, Content, Competency." Bangkok. Contact President Suchada Nimmannit at: [Suchada.N@Chula.ac.th](mailto:Suchada.N@Chula.ac.th) and Program Chair Chaleosri Pibullchol at: [chal@psm.swu.ac.th](mailto:chal@psm.swu.ac.th) Website: <http://www.thaitesol.org/events/index.htm>

**31-1 FEB. SPAIN** The 6th International Conference on Languages for Special Purposes: "The Role of Information Technology in LSP Research and Pedagogy." Vilanova i la Geltru, Barcelona. Contact Antonia Soler at: [soler@fib.upc.es](mailto:soler@fib.upc.es) Website: <http://www.upc.es/eupvg/cilfeb/index.htm>

## MARCH

**25-29 UNITED STATES** Teachers of English to Speakers of Other Languages, Inc. (TESOL). Annual Conference. Baltimore Maryland. Contact: [conventions@tesol.org](mailto:conventions@tesol.org) Website: <http://www.tesol.org/conv/t2003/pp/index.html>

## APRIL

**23-26 UNITED KINGDOM** International Association of Teachers of English as a Foreign Language: The 37th International Annual IATEFL Conference and Exhibition. Brighton, England. Contact: [generalenquiries@iatefl.org](mailto:generalenquiries@iatefl.org) Website: <http://www.iatefl.org/frameset/frame.asp?..conference.asp~mainFrame>

## MAY

**7-10 CANADA** WorldCALL 2003 Conference: "CALL from the Margins." Banff, Alberta. Contact Program Committee Chair Peter Liddell at: [ppl@uvic.ca](mailto:ppl@uvic.ca) Website: <http://www.worldcall.org/>

## JUNE

**6-7 HONG KONG** The 3rd International IT & Multimedia in English Language Teaching Conference (ITMELT 2003): "Computer-Enhanced Language Learning: Secondary and Tertiary Environments, Processes and Products." English Language Centre of The Hong Kong Polytechnic University. Contact Ms. S. Fitzgerald at: [itmelt2003@elc.polyu.edu.hk](mailto:itmelt2003@elc.polyu.edu.hk) Website: <http://elc.polyu.edu.hk/conference>

## DIRECTORY OF KATE OFFICERS

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All submissions should conform to the APA (American Psychological Association) Style Guidelines and should be submitted no later than the first day of the month falling two months prior to the month of Newsletter publication (i.e., April, July, Dec.). Submissions should be made electronically to the Newsletter editors.



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