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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-eight 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

Thus far, KATE has held conferences twice a year, one in winter and the other in summer. However, in an effort to solicit high-quality, research-based academic papers, KATE recently decided at its general meeting to reduce the number of conferences to one. Thus, starting from year 2004, KATE will hold an annual international conference in June, with distinguished speakers from around the world in attendance. As always, speakers from colleges, elementary and secondary schools, and educational institutions around the country will be welcome to give presentations on research in recent theories and practices in teaching English. In order to properly serve its members, who are based in different regions, the conference venue will be rotated among universities in the different regions of the country, often co-hosted by KATE and one of the regional associations of English teachers.

Publications

The **KATE FORUM** is published thrice-yearly, in February, June, and September. The newsletter includes feature articles, guest columns, special reports, teaching ideas, book reviews, article reviews, 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 FORUM 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. 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), the Japan Association of College English Teachers (JACET), the 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), 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 30,000 won. The annual dues are also 30,000 won for regular members. For more information on membership, see "Joining KATE" at the end of this issue.

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, and the International Communication Foundation (ICF). 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

English Education in Korea Marking Its 120th Year

Oryang Kwon
Seoul National University



In 1883, as the hermit kingdom of Korea was opening its door to western powers, Emperor Gojong issued an order to start a royal English school to produce interpreters and to help officials in international diplomacy and trade businesses. And so the year 2003 marks the 120th year of the official teaching of English in Korea.

In Korean and Chinese traditional cultures, when someone completes a full cycle of 60 years it means more than just becoming a sexagenarian; it is a celebration somewhat like the diamond jubilee in Western culture. Therefore, the 120th year of English teaching is a particularly happy occasion.

English teaching in Korea has experienced ups and downs during the past 120 years. The major portion of the first 60 years, until 1945, was a "dark period" (in the words of Professor Yong Moon) under the Japanese colonial educational policy. The next 60 years (since 1945 when Korea was liberated from Japan) have seen a long path to educational excellence in English teaching. The last two decades of the second sexagenary cycle (from 1983 to today) have been particularly significant in the history of English education and educational research, as the period has witnessed innovative changes in English language teaching syllabus, testing, materials, and educational policy, both in theory and practice.

English education reforms in Korea during the past decade have become a benchmark for similar reforms in Japan, Taiwan, and other Asian countries. KATE has been instrumental in accomplishing such reforms and in making our reforms known to those countries. It is my sincere hope that KATE will continue to become an epicenter of ELT innovations, the main engine for forward movement, and a leading edge of research, not only in Korea but also in Asia and hopefully in the world. The momentum is already felt, as more and more foreign scholars are now voluntarily presenting their papers at KATE conferences, and the KATE journal, *English Teaching*, is publishing a fair number of articles submitted by international scholars, reflecting the raised profile that KATE is enjoying in the international academic arena.

One of the main driving forces behind these innovations was the rapidly increasing number of the ELT professionals who earned their doctoral degrees in teaching English as a second or foreign language. Equipped with new theories and principles, new professionals made their impact visible in ELT policy making, educational practice and academic research, as demonstrated with journal articles and conference papers. At this point in our history, it behooves us to reflect upon our own performance as educators and researchers. We need to collaborate to orient ourselves into the right direction for a successful English education in our third sexagenary cycle, which will take up the main portion of the 21st century.

In the September, 2000, issue of the *KATE Newsletter*, I proposed that we expand the horizon of the academic field of English education, to include such sub-areas as English educational sociology, English language education history, comparative English education, English education administration, in addition to the more commonly accepted areas such as English language acquisition, English teaching methodology, English teaching materials, and English language testing.

Our orientation in English education should not be limited to the development of academic theories. It should also involve a more practical aspect, i.e., improvement of classroom teaching, which is of paramount importance, as all theories and principles are valued pragmatically, in the light of their contribution to this concrete outcome.

English teaching in the public sector is now faced with ever increasing challenges from the private sector. Students, parents, and even school teachers are now confused by a bombardment of private-sector English pedagogues and materials that claim to be a panaceas or miracle methods for success. We should reflect whether we, as ELT professionals, have been doing what should be done in order to convince our students and teachers that good public education is capable of producing competent English speakers and writers. If we lengthen our strides and combine our wisdom and efforts, we will soon be able to serve them with superior education and research.

Oryang Kwon
President
Korea Association of Teachers of English

FEATURE ARTICLE

Focus on Form: A Fad or a Promising Direction for SLA Research?

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Few fields of study are faster than SLA or TESOL in coining new terminology and new acronyms. Every year, in both theoretical and practical discussions of SLA and teaching methods, more than a few new terms are minted: CMC, TETE, TBLT, FonF, to name just a few recent examples.

One reason may be that our field is wide and diverse, and research is pursued in an almost unlimited number of directions. But I dare say another reason is that we do not know very much about the second language acquisition process. Certainly, we know many of the variables relevant to learning a new language, but the theories available to us are incomplete in dealing with the diverse aspects of second language learning.

Thus the gaps in theories are made up for by an abundance of new terms that each cover some small part of the phenomena encountered in learning and teaching. Some of these terms are long-lived, gaining persuasiveness over a relatively large area, but others have a short life.

What is *focus on form*?

What about *focus on form*? Is it simply one of the many trends that may disappear in a short while or is it more than that?

One of the fundamental questions that still bothers me is whether we learn language in the same way as we learn other knowledge systems. The cognitive approach argues that language proficiency is achieved through formulating a hierarchical knowledge system. When the lower level knowledge is understood, practiced and automatized, we are ready for mastering knowledge at a higher level (see Brown, 2000, for a review). Such a learning process is common to all kinds of learning.

On the opposite side, Chomsky and Krashen argued that language is totally different from other cognitive processes (see Brown, 2000, for review). Language is unique, different, and language acquisition is mysteriously given to us, although this mystery is being unveiled through the study of the brain, DNA, and of course UG these days. I was

persuaded by Chomsky that language really is different from other subjects that we learn by explicit understanding and practice. But to me, Chomsky's view is not persuasively applicable to explaining the second language learning process. I don't think I could learn a new language completely subconsciously and I don't think I am unconscious of learning things while I am surrounded by the TL input. In short, both theories seem to be true, but not true enough.

In contrast to the view of Chomsky and Krashen, another interesting way of treating language as different from other knowledge systems is the perspective that language is inherently a means of communication or learning, not a goal. Therefore, language could have been born to serve communication purposes and can be learned through communication. The communicative approach may be effective for this reason. However, the theoretical vulnerability of this perspective is that it does not have a theoretical model for explaining what exactly happens during communication and how it affects language acquisition. Some insightful qualitative interaction studies have shown that syntax development is driven by interaction (Hatch, 1978; Scollon, 1976). However, these were based on particular stretches of interaction between particular persons. The results are hard to systematize or generalize. To a substantial extent, I think *focus on form* solved this theoretical weakness.

Focus on form is the concept that the learners attend to the language form sometimes more intensely than other times, during communication. Those moments are proposed as important moments for form-meaning mapping, which is the core process of language acquisition. *Focus on form* could occur for various reasons, but most typically through meaning negotiation (Doughty, 1994). Therefore, the concept of *focus on form* is advancing the explanatory power of the interaction perspective one step forward. That is, it is proposing that at the moment of meaning negotiation during the interaction, the learners seem to pay more attention to the form of the language in addition to the meaning than at other moments when communication flows smoothly. This particular kind of attention to the form of the language during meaning-oriented communication context is called *focus on form* and it is proposed as the key procedure for language acquisition (Long, 1996; Doughty, 2001).

In *focus on form* the following conditions must be satisfied. First of all, language is learned when language is

used as a means of communication. Secondly, language is learned when some amount of attention is given to form-meaning mapping. As a result, the concept of focus on form differentiates language learning from other general learning because it proposes that it is learned during communication when it is used as a means of communication. Also it differentiates itself from the nativist approach because it requires a kind of attention. In this sense, *focus on form* provides a theoretical reason for the effect of communication on language learning that distinguishes this view from both nativism and cognitivism.

Where is *focus on form* going?

As discussed so far, *focus on form* requires the giving of attention. But this attention is distinguished from the attention that the learners pay to the explicit metalinguistic discussion of the linguistic system that the cognitive approach prefers. Therefore, there are the in-depth discussions of attention in terms of degree in the SLA literature. Terms such as noticing, awareness, and consciousness, are often the point of debate in the literature (Schmidt, 1995) and these concepts are closely related to cognitive psychology, about which I am struggling to learn. In addition to this, what exactly the role of focus on form is in the whole acquisition picture is still an unresolved question. For example, we still don't know whether the form attended to during the meaning negotiation triggers the cognitive comparison of the new target form and the learner's existing interlanguage system and consequently reformulates the IL knowledge (the prevailing position currently), whether it triggers UG (not a prevailing but a conceivable position), whether it strengthens some sort of connection among linguistic units by networking the nodes in our brains (likewise not a mainstream but a plausible position), whether learners' aptitude for analytical thinking affects the consequent effect of *focus on form*, whether learners' working memory span affects the consequent effect of *focus on form* etc. Currently, the closest neighboring field seems to be cognitive psychology that deals with memory, language processing and aptitude.

To me, *focus on form* was at first merely an attractive proposal that gave explanatory power to the interaction perspective. Now, it is expanding to encompass deeper and deeper layers of the process of language learning. Since it did not start with a full-fledged acquisition model, it is difficult to predict how it will be further theorized and extended. However, the fact that it goes deeper and deeper into the learner's internal processes means, I think, that *focus on form* is not a mere research fad with a short life, but will be a promising theory that develops with wide open possibilities and all the intellectual excitement that such prospects entail.

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GUEST COLUMN

English Must Be Learned in English

Steven A. Stupak
YBM Sisa

Over the years, I have noticed something with regard to English language education in Korea that strikes me as counterproductive, although I have to admit, at the outset, that I have never been able to pin anyone down as to the truth of the matter. That, in itself, may be instructive, very much like in the case of a situation in the Amazon,

where, as it was told to me, "there is a tribe of terrible warriors whose existence is attested to by the fact that tribes living in the surrounding jungle refuse to mention them."

My suspicion here has to do with the language of learning. When I studied languages, which in the past I spent a great deal of time doing, I studied grammar in the target language. For example, in Spanish, I did not learn the preterit tense, I learned the preterito. I did not learn about nouns. I learned about sustantivos. By learning the language of language learning, I was quickly able to make the transition from English-medium study materials to Spanish- or whatever language-medium study materials. I was thereby unleashed from the limitations of what could be learned in English and left free to explore the language in the language itself. As with other languages, after a person learns the basics, English must be learned in English.

In talking to students about their mastery of English, I am constantly reminded that students in Korea "know English grammar." After all, the discussion goes, students begin studying it in middle school, continue in high school and college, and later take a lot of other classes. They **must** learn grammar. Well, perhaps they do, but it is not necessarily grammar as Westerners understand it, and particularly, judging by the generally poor performance of test takers on Part VI (error-recognition) of the TOEIC, it is not grammar as the TOEIC test developers understand it.

When I try to talk with students about infinitives, conjugated verbs, indirect object pronouns, and other grammar, using those terms, I find that I am not understood. I realize that in recent years there has been a backlash against grammar study in the schools. The Ministry of Education decided, it was explained to me, that the study of English was too heavily weighted with discussions of grammar, at the expense of learning the language. That argument recalled for me what is sometimes referred to as

the Scherer and Wertheimer Report, a study undertaken in the early 60s at the University of Colorado (see Internet references). One of the two authors was an advocate of the audio-lingual method, while the other was an advocate of the grammar-translation method. Both were teachers of German and together they established a methodology to test their theses as to which approach was the better one. They decided to use a two-year time frame. The results were not particularly surprising. At the end of the first year, the audio-lingual students were better speakers, but the grammar-translation students knew more grammar and had a larger vocabulary. At the end of the second year, the differences had evened themselves out, the only difference between the two groups being that the audio-lingual group perhaps showed greater enthusiasm for continuing. The conclusion to be drawn from the study was that the approach a person takes to language study does not preclude learning, if it is a legitimate approach to begin with. In short, methodology is not the culprit.

I think it is a mistake to avoid grammar completely for no reason other than that previously students were fed a diet of too much grammar, however defined. Grammar study can be helpful in getting a student to apply his or her intellect to learning a language. If the notion of teaching grammar can be accepted, to the degree possible English language terms should be used to explain it. Not only should the terms be used, but the manner of presentation should also be such that it contributes to student understanding of the concept. For instance, I recently reviewed a text in which subject pronouns (although not identified as such) were arrayed in the following way:

I
You
He
She
It
We
You
They

Verbs were similarly arrayed. There was no attempt to distinguish singular from plural. Nor was there any distinguishing of first, second, and third person. The authors of the book had what amounted to a pathological aversion to such classifications and could not bring themselves to single out the third person singular as the odd verb form that

in the present tense required special attention. If we do not present paradigms in a way that students can comprehend the distinctions they must make in speech and writing, I wonder how students are supposed to learn them.

I would hope that our profession could take a lead role in informing the Ministry of Education, publishers, and others, with regard to what is sound pedagogy, and not throw out the good with the bad when reforms are introduced. Also, I would ask that we, ourselves, demand clarity in grammatical explanations and applications, and not accept simplistic and ill-informed (if, indeed, informed at all) work products, merely because they have flashy graphics and are printed in color.

A first step in this direction would be to introduce English language grammatical terms, which would allow students to more effectively use English language resource materials—beginning with a monolingual dictionary. Of course, I recognize that certain terms are disputed, but in most cases the dispute would not be fatal to the introduction of a term, or even of “competing” terms—anything that would allow the student to use advanced language study materials

in English.

Finally, studies show that English is the language that is most difficult for Koreans to master. That being the case, the greater our patience in teaching, the more successful our students will be. The Ministry has to be patient, as well, and might be better advised to prescribe ways to maintain student interest during the long years it takes for them to learn English, than to be overly prescriptive with regard to methodology.

Mr. Stupak holds a B.A. degree from the University of Redlands, Redlands, California, with a major in Spanish and French, and a J.D. degree from Rutgers-Camden School of Law. For many years he was employed by Educational Testing Service, Princeton, New Jersey, first as a test developer, and later as a trainer, in research, and as director of the TOEIC Program. He introduced the TOEIC to Korea in 1982, through YBM/Si-sa-yong-o-sa, and since 1991 has lived in Korea and has served as Senior Adviser to the Chairman of YBM/Si-sa.



Response

A Reply to Steven Stupak: English Must Be Learned in Korea

David Kellogg
Seoul National University of Education



Maria, in the Sound of Music, enjoins her pupils to take the road of pure formalism in their study of music:

MARIA: Sol-do-fa-la-ti-do-re! Sol-do-fa-ti-do-re-do!

BRIGITTE: But it doesn't mean anything.

MARIA: So we put it WORDS. One word for each note. Like this: If you know the grammatical terms and paradigms, you can say most anything!

Nice song, but it doesn't really work that way. And it still doesn't mean anything, Maria!

Lists of terms and paradigms won't explain much grammar, Mr. Stupak. To tell you the truth, they're not even ENGLISH terms and paradigms. The grammatical terminology used to analyze English was inherited from Latin and is for the most part quite unsuited to the language.

Quirk remarks only half tongue-in-cheek that “Latin has a good deal of grammar, but English has hardly any” (Quirk, et al, 1985: 12).

Take for example the rag bag category of adverbs, which includes words like “yes”, “not”, and “very” as well as the more kosher ones like “unabashedly”. There are really no useful distributional or semantic generalizations to be drawn about all the members of this class. At the opposite extreme, take the so-called preposition “of”, which really stands in a category all by itself, both in terms of its distributional and its semantic properties.

Or take the so-called “tense” system, which for perverse reasons would have us believe that “I will teach tomorrow” and “I'm going to teach tomorrow” are two different tenses. Or, again at the other extreme, take the use of the subjunctive, whereby “God Save the Queen”, “I move that we adjourn”, “If I were you, I'd bug off!” and maybe even “I should like that” are exactly the same grammatical phenomenon.

Take them...please! Take them off the hands of learners,

away from the classroom, and back to the dustbin of dead languages where linguists originally found them. Despite strenuous attempts by scholars to teach the language as a classical language, with all the rigor and formalism (and sterility) that would entail, English is and always has been a living language. In Howatt's delightful "History of English Language Teaching" (1984: 1- 11) we are told that English eschewed paradigms from the very beginning.

Howatt adds that Latin masters were dismayed by the lack of metalanguage and paradigm use and blamed the Black Death for lax standards in teaching the vernacular!. Now Steve Stupak would undo the damage wrought by the Black Death and put paradigms back into teaching pronouns.

Alas, there's really no way to do this. "You" is, historically, a plural pronoun. Yes, it is currently used as singular, but it is also used in the first and even the third person. Sacks, for example, cites this example, from a Suicide Prevention help line:

A: Well perhaps you want to tell me uh why you feel like committing suicide.(...)

B: You want to find out if anybody really does care. (Sacks 1994: 32)

We may also note that "we" is sometimes inclusive, sometimes exclusive, sometimes singular (as in this sentence) and sometimes plural. "He", "she", and "it" are similarly resistant to paradigmization. Just try to explain to a child the rule for when you refer to an animal or a baby as "it" and when you use "he" or "she"!

It's not at all clear that native speakers, even linguists, CAN accurately specify their own grammar. Leech, in a recent survey of grammars of spoken English concluded that it may be true that spoken English and written English share an underlying grammar, but that this grammar is not based on the sentence (Leech 2000).

If not sentence grammar, what is the underlying grammar of English? Well, Chafe (1994: 142) notes that prosodic utterances and syntactic units in spoken language rarely coincide, and this does not seem to bother native speakers over much. In fact, he argues that syntactic units are much less psychologically real than intonation units on the one hand and topics on the other.

All of this might sound unteachable. But in practice it is the classicalist approach to language that is abstruse and unteachable. In the classroom, teachers have always known that language is about negotiation, and language teaching even more so.

That is true on the pronunciation level, where speech accommodation has shown that people strive for comprehensibility rather than prestige. But it's equally true at the vocabulary level, where the content of everything from pronouns like "we" to concepts like "love" or "friend" must

be negotiated with your partner in contexts of varying intimacy. And of course, both inside and outside the classroom, the grammaticality of sentences like "I do" must ALWAYS be negotiated in context.

When Professor Widdowson was here in Korea he argued that ALL text (not just grammar, and vocabulary, and other abstractions from text) is a kind of frozen pragmatics. Not coincidentally, he has been one of the foremost advocates of freeing English from the burden of its native-speaker Latin masters (Widdowson, 1993).

Surely pragmatics is a matter of negotiation and not imposed native-speaker norms. Take, for example, the apparently intractable problem of first and last names. Some insensitive teachers have actually usurped the parental prerogative and asked Koreans to switch their names around the Western way, or even take English names.

This is not only rather presumptuous, but does not solve the basic problem of what the students call the teacher. Not only is the foreign surname too long, it's in the wrong place, and then there's the title "Mister" which does not carry enough respect for a Korean classroom. No wonder the kids get confused!

There is a simple solution, and a ridiculously complex one. The complex one, of course, is prescriptivist and rule based, and insists on conformity to native speaker norms. But the simple solution is negotiation. You just ask your intended victim "What do I call you?" And then you do it.

Instead of having prescriptivist norms for teaching grammar using "English" (really Latin) vocabulary, it might be better to just sit down with your learners and ask "What do we call this?" And then we (inclusive, plural) do it.

There is one final thing on which I find myself in complete agreement with Mr. Stupak. The real problem with the tribe in the Amazon jungle is that it probably doesn't exist.

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TEACHING IDEAS

Using Computers in the Language Classroom

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Computer technology is a relatively recent addition to the array of tools - including ink, paper, books, TV and video - currently available to the language teacher. Since this technology - including the widespread availability of the Internet - is a relatively new arrival, many of us

do not yet feel entirely sure how best to use it with our students. We may be tempted to overuse computer technology simply because it is the latest thing, or we may shy away from it altogether because we feel it is somehow dehumanizing and threatening. Between these two extremes it is quite possible that IT will find a secure place in language teaching. In the following paragraphs I will describe some practical ways in which IT can help language teachers and learners.

Using the Internet

Self study

There is an abundance of ELT Internet sites of varying quality. These are generally suitable for self-study. See Appendix A for a selection of these sites.

Web-based lessons in the computer classroom

No-one expects their students to sit down in front of the Internet and "learn English" - the activity needs to be focused in some way. Authentic Internet sites can provide input in the form of reading or listening texts as part of a wider communicative activity as shown in the following activity.

Problem solving activities: A typical lesson

Students are grouped into threes and are asked to decide on a seven-day holiday abroad. They have to choose from three possible destinations. An Internet travel site is given. Each group member is asked to find out specific information about one of the three destinations from the Internet site and to fill in a grid.

The three group members now turn away from their computers and exchange information. They then have to decide which destination they want to go to in the light of the new information available to them. At this point the teacher may provide some useful functional language on agreeing, disagreeing and making suggestions.

Each group then reports back to the class on where they

have decided to go to and why. As a follow up they then write an agenda for their seven-day trip, using the Internet again if needed.

Some useful points to keep in mind about this activity:

- Direct the students to specific web sites. Don't waste classroom time asking them to do a search. This means finding suitable sites for your students in advance. Check them for reliability and language level, and provide help with vocabulary if necessary.
- Provide a specific task, (e.g. filling in a grid), with a specific end product (reaching a consensus and writing an itinerary).
- Set realistic time limits for each stage.
- Provide a worksheet. This can give extra focus and gives students something to take away after the lesson.
- Provide a topic which will be of interest to your students. The above example may work well with university undergraduates but the topic may need to be adjusted for a business English class.

The Internet stage of the lesson does not have to be done in the classroom. As long as students have access to networked computers outside of classroom time either at school or at home, it could be given as homework.

Commercially produced materials

You don't have to reinvent the wheel. If you are pushed for time you may not want to make all your own materials for web-based lessons. As with ordinary classroom teaching, there are course books and resource books for the computer classroom (see Appendix B)

Learning Environments

These are web sites for educational purposes. Teachers can tailor-make their own sites for individual classes. Typically a Learning Environment will provide a bulletin board, a chat facility, internal email, storage space for course materials, a syllabus page, a calendar, a class announcements page and links to other useful sites. See Figure One:



Figure 1: Microsoft Groups used with university undergraduates studying English.

Learning environments are intended to be used outside of the face-to-face classroom. They can be used

- as an optional extra/add-on to the traditional face-to-face class
- for partially online language learning (POLL) where half of the coursework is done online
- for wholly online (distance) learning.

For the sake of brevity I will only discuss the first category here. For a detailed discussion of POLL see Peachey, Shin and Tuck (2002).

The teacher can use his or her own tailor-made learning environment to make class announcements, answer student queries and to distribute handouts (files can be stored on the site which students can print out).

Students can post discussion messages to the bulletin board and also submit their written work. Since students' work can be displayed on the bulletin board this facilitates peer correction and process writing. If students work in groups of two or three they can read each others' work then post a reply with corrections if necessary and helpful comments. Some learning environments allow the bulletin board to be subdivided so that each group can have its own sub-section.

Learning environments have their own internal mail system, allowing you to receive mail on the site itself. This may be more convenient than having student emails sent to your private account.

How to set up your learning environment for free:

1) Microsoft Groups

This service is not solely intended for educational purposes but can be used as a basic learning environment. Go to:

<http://groups.msn.com>

then select: 'Create your own group'. If you already have a Hotmail account you can use the same password and username (your 'Passport') to open a group. You can choose whether to make the site open to the general public, or make it exclusive to one group of students on an invitation only basis. You can also choose to receive emails on the site itself or to have them sent to your private email account.

2) Yahoo Groups

Similar to MSN Groups. However Yahoo does not allow you to send attachments by email or to the Bulletin Board.

Go to

<http://groups.yahoo.com/>

and click on 'Start a new group' If you already have a Yahoo account, you do not need to register.

3) Specialized Learning Environments:

These are specifically designed for educational purposes, and have more features. It is possible for example to track



Figure 2: <college.com> for a partially online English language course

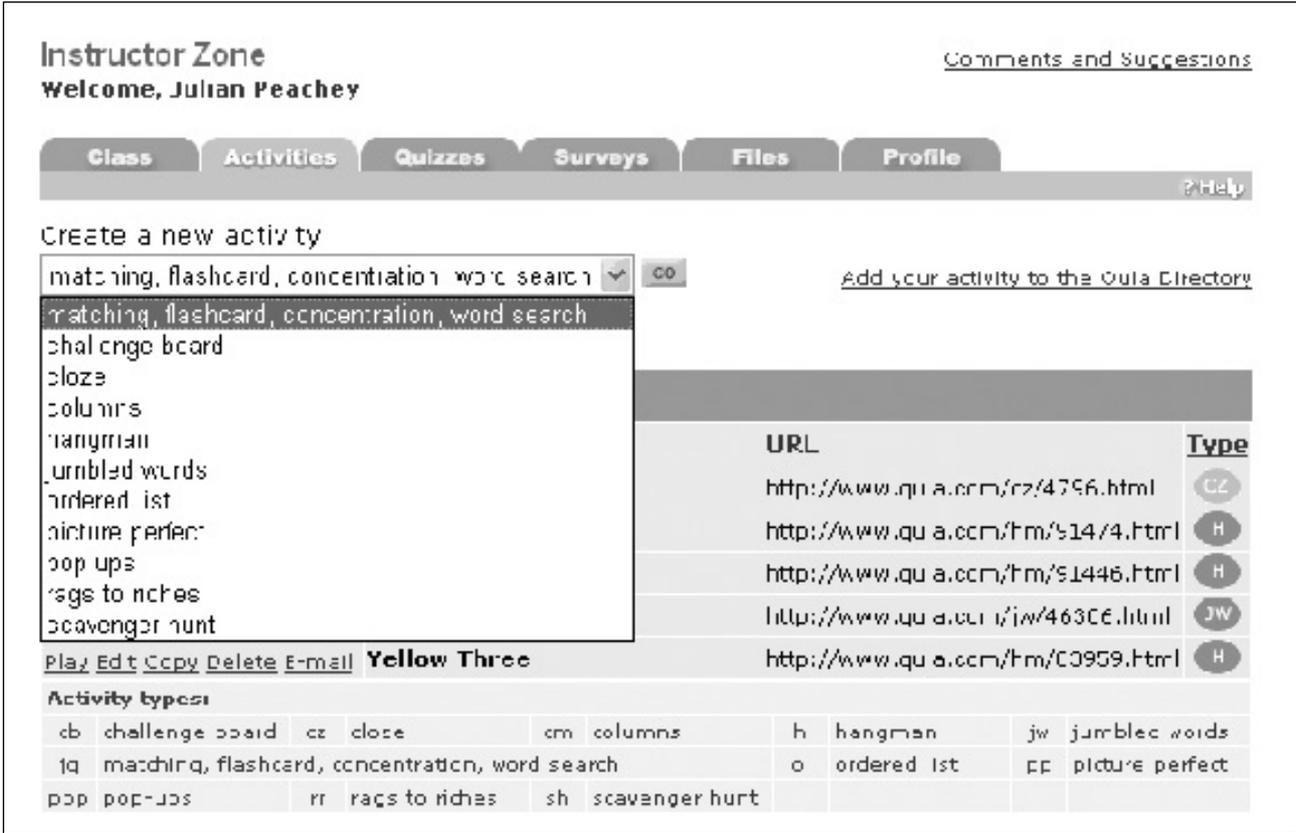


Figure 3: Examples of authorable activities available on Quia.com.

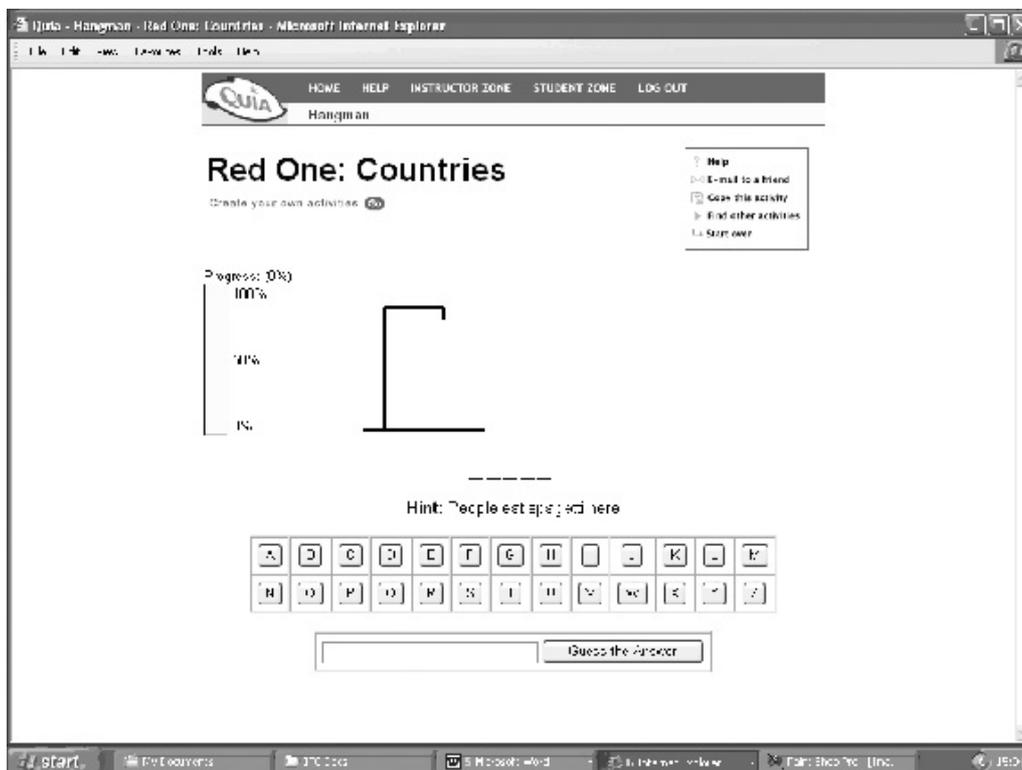


Figure 4: What the student sees.

how many hours students have spent online, how many messages they have read and posted, and you can record and display students' grades.

In return for this service, fees are quite high, so you would need to persuade your institution to fund it. However, most providers offer a free trial period. Below is a selection of the commercial learning environments currently available:

www.webct.com

Intended for business training, this site is versatile but expensive. WebCT no longer offers a free trial period.

www.blackboard.com

Currently offers a 2 month free trial period.

www.ecollege.com

Currently offers a 6 month free trial period.

Creating Online Games and Quizzes

Online games and quizzes are especially good for recycling vocabulary items. Many of these activities could be done in the conventional classroom, but the multimedia element, plus the fact that students can work at their own pace and receive instant feedback, seems to increase motivation.

Quia.com

Quia.com allows you to create your own games and quizzes

on the Internet. It will also allow you to create basic Internet pages on which you can make class announcements and provide links to the games and quizzes you have created. These activities are easy to author and require no specialized computer skills.

How to set up your account:

Go to Quia.com to open an account. Click on the "Get a 30-day free trial" button and fill in your personal information.

Authoring activities

Once you have registered, go to the Instructor Zone and click on "Activities". From the drop-down box, choose the type of activity you want to create, click on "Go", and then simply fill in the boxes.

The program generates an Internet address for each activity, which can then be given to your students. To play the games no password is needed, and students do not need to register.

Quia tracks students' scores and feedback can be provided. You can also add graphics and sound. Similar authorable online activities are available at www.puzzlemaker.com.

Bibliography

Peachey, J., Shin, H., & Tuck, R. J. (2002). Adapting 'Applied Internet English' for partially online learning. *Korean Journal of Applied Linguistics*, 18 (1), 175-194.

Appendix A: A selection of ELT websites for self-study

- BBC World Service-Learning English:
<<http://www.bbc.co.uk/worldservice/learningenglish/index.shtml>>
- Learn English - the British Council:
<<http://www.learnenglish.org.uk>>
- Dave's ESL Cafe:
<<http://www.pacificnet.net/~sperling/eslcafe.html>>
- The Virtual English Centre at Hong Kong University:
<<http://ec.hku.hk/vec>>
- Hong Kong Polytechnic University Virtual Language Centre:
<<http://vlc.polyu.edu.hk>>
- English Learning Fun:
<<http://www.elfs.com>>
- Brainpop:
<<http://www.brainpop.com>>
- Frizzy University Network (FUN):
<<http://thecity.sfsu.edu/~funweb>>
- Randall's ESL Cyber Listening Lab:
<<http://www.esl-lab.com>>
- The Internet Tesol Journal Self-study quizzes for ESL Students:
<<http://www.aitech.ac.jp/~iteslj/quizzes>>
- The Internet Tesol Journal: Selected Links:
<<http://www.aitech.ac.jp/~iteslj/ESL.html>>
- ESL Wonderland:
<<http://www.eslwonderland.com>>

- English Club:
<<http://www.englishclub.net>>
- English Lessons and Tests:
<<http://www.englishlearner.com>>
- Tower of English:
<<http://www.towerofenglish.com>>

Appendix B: Resource books for web-based lessons

- Dudeny, G. (2000). *The Internet and the language classroom: A practical guide for teachers* Cambridge: Cambridge University Press.
- Eastment, D., Hardisty, D., & Windeatt, S. (2000). *The Internet*. Oxford: Oxford University Press
- Gitsaki, C., & Taylor, R. (2000). *Internet English: WWW-based communication activities*. Oxford: Oxford University Press.
- Sperling, D. (1998). *Dave Sperling's Internet guide*. New Jersey: Prentice Hall Regents.
- Sperling, D. (1999). *Dave Sperling's Internet activity workbook*. New Jersey: Prentice Hall Regents.
- Teeler, D., & Gray, P. (2000). *How to use the Internet in ELT*. Harlow: Longman.

Julian Peachey is a teacher and IT coordinator at the British Council in Seoul. He has an M.Ed in Educational Technology and TESOL from the University of Manchester, and has worked in Europe, South America and Asia.



SPECIAL REPORT**KATE 2003 Winter International Conference:
"ESP vs. EGP in the EFL Context"**

Jai Hee Lee

Conference Chair, Vice-president of KATE
Gyeong-in National University of Education

KATE 2003 Winter International Conference was held on February 14-15, 2003 at Yonsei University which co-hosted and partially funded the conference. After we sent out the 'Call for Papers' to our partner associations inside and outside Korea last September, many presenters submitted papers both

from home and abroad, which contributed to the enhancement of the quality of the conference with diverse and enlightening topics.

I believe this conference was a unique one in that English for Specific Purposes (ESP) was discussed as a conference theme. For the first time in the history of KATE conferences, Special Interest Group (SIG) activities were organized as the pre-conference workshops and seminars.

As conference chair, I was a little worried about the number in attendance at the SIG workshops until they started, but I dare say the number and enthusiasm of the audience made the workshops a big success. The ESP session chaired by Prof. Ji-hyeon Jeon read 'Developments in *ESP: A multidisciplinary approach*' by Dudley-Evans and St. John. Professor Dongwan Cho chaired the Testing and Evaluation session reading '*Assessing languages for specific*

purposes' written by Dan Douglas, our keynote speaker the next day. The ELT Materials session organized by Prof. Young-kuk Jeong read '*Materials development in language teaching*' by Tomlinson. Finally, Prof. Youngwoo Kim organized the ELT Research Information session and prepared handouts and website for information surfing.

The plenary session of the main conference started with the keynote speech on "English for Specific Purposes vs. English for General Purposes: What can testing offer teachers?" by Professor Dan Douglas of Iowa State University. Dr. Michael Barlow from Rice University focused on the use of corpora and text analysis software in the teaching of general English and ESP, and Prof. Chengyu Nan from Yanbian University, China, introduced "English education of Korean-Chinese of Yanbian". Thirty insightful papers were presented by international and national scholars in the concurrent sessions, grouped into ESP, Materials & Methods, Testing & Evaluation, Second Language Acquisition, Applied Linguistics, and General Topics.

Despite some minor problems caused by the malfunction of multimedia instruments and the unexpected change of the schedule, KATE officers and conference committee members were left with the conviction that the presentations were academically enlightening and the gatherings were socially enriching.



TEACHERS' VOICES

영어교육현장의 문제점: 현장교사의 관점에서

조지 선(효자중학교 영어교사)

그 어느 나라보다도 교육열이 높은 한국의 교육에 고질병이 있다는 것은 누구나 다 아는 사실이며, 이 문제는 최근에 발생한 것이 아니라 몇 십 년 간 계속되어왔다. 그 동안 정부와 정책 담당자들의 끊임없는 노력에도 불구하고, 여전히 문제라고 생각되는 몇 가지 사항을 현장교사의 입장에서 적어보았다.



1. 수준별 교육과정

제7차 교육과정의 가장 두드러진 특징이라고 일컬어지는 것이 바로 수준별 교육과정이다. 그러나 이것을 실질적으로 실행에 옮기는 데는 적잖은 문제가 있다.

심화 보충 과정을 학급 안에서 분단으로 나누어 실행하는 경우, 실제로 수업의 운영 자체가 불가능하다.

첫째, 매 수업 시간마다 심화분단과 보충분단으로 자리를 바꾸어 앉아야 하는 불편함이 있다. 둘째, 심화분단에 앉은 학생들에게 해당되는 수업을 할 동안 보충 분단에 앉은 학생들은 다른 과제를 하고 있어야 하지만, 앞에서 교사가 다른 수업을 하고 있는 상황에서 학생들이 자신의 과제에 집중하기는 쉽지 않다(역의 경우도 마찬가지다). 게다가 매번 과제물을 제시해야 하는 수업이 이루어지는 것은 아니다. 셋째, 제시해주는 과제물이 서로 다를 경우 학생들간의 위화감이 조성된다. 넷째, 평가 시 심화수업을 들은 학생들과 보충수업을 들은 학생들의 평가기준이 다를 경우 학생들과 학부모들의 반발이 심하다. 현실적으로 이중 잣대의 평가는 불가능하다. 그렇다고 일관된 하나의 평가기준을 제시할 경우 왜 심화보충으로 나누어 수업을 했는지 그 이유가 무의미해진다. 즉 평가가 심화수업을 받은 학생들에게는 너무 쉽고, 보충수업을 받은 학생들에게는 너무 어렵다.

심화 보충 과정을 운영하는 다른 방법으로 우열반을 나누어 수업을 진행하는 경우 학부모들의 반발과 위화감이 조성된다. 또한, 하위집단의 정서적 열등감으로 인한 학습 동기와 의욕 감퇴 등의 부정적 영향력이 있으며, 우수반에 들어가기 위한 필사적인 노력으로 사교육비에 투자를 많이 하는 경향이 있다.

가장 큰 문제는 단계형 수준별 교육과정이든, 심화보충 수준별 교육과정이든, 평가의 기준을 학생의 전인적 특성 보다는

학업 성취 수준에 의해 학생들의 전인격을 판단한다는 점일 것이다. 이에 대해, 지식 위주로 편성된 교과 수업 시간에 비해 상대적으로 적은 비교과 교육활동 시간을 늘렸으면 한다. 물론 이것은 평가에 그대로 반영되어야 할 것이다.

2. 창의적 재량활동

창의적 재량 수업은 대개 인성교육, 성교육, 통일교육, 공동체 교육 등으로 나뉘어서 하는데, 막상 수업 진행은 수업 시수가 상대적으로 적은 교사가 맡아서 한다. 즉 영어교사나 수학 교사, 음악교사, 미술교사가 창의적 재량수업을 할 수도 있는 것이다. 영어나 수학을 전공한 사람이 창의적 재량 수업을 의미있게 진행하기는 상당히 힘들다. 그래서 몇몇 영어 교사들은 그 시간에 아예 영어수업을 해버리기도 한다. 즉 영어로 게임하기 등을 하는 것이다. 특히 성교육 같은 경우 어떻게 수업해야 할지 막막하여 교육청에서 받은 성교육 관련 비디오를 보여주는 것으로 수업을 마치는 경우가 허다하다. 또한 시험기간이 임박해오면 창의적 재량활동 시간을 시험 공부하는 시간으로 활용하기도 한다. 이럴 경우 창의적 재량 수업의 의미가 사라진다.

창의적 재량 수업도 전문성을 갖춘 교사가 진행해야 할 필요가 있다. 동시에 평가에 반영해야 할 것이다. 우리나라와 같은 교육 체제에서는 평가에 반영하지 않는 교육과정은 무의미하기 때문이다.

3. 특별활동(CA)

특별활동을 전일제로 실행하고 있는 학교도 몇몇 있지만 그렇지 못한 학교의 경우 실질적으로 의미있는 특별활동 수업이 이루어지기 힘들다. 가령 향토조사반의 경우 답사를 가야하는데 1-2시간으로 특정 지역을 답사하는 것은 불가능하며, 영화감상반의 경우도 1-2시간 내에 영화를 보고 토론하기에는 시

간이 부족하다. 수영반이나 힙합댄스반 같은 경우도, 학교 내에서 활동을 할 수 없으므로, 특정 기관에 의뢰하거나 그 기관에 함께 가서 참여하는 방식으로 이루어져야 하는데, 시간적 제약 때문에 이렇게 시간이 많이 소요되는 특별활동반은 아예 개설이 안 되는 형편이다. 따라서 전일제 C.A를 의무화해야 할 필요가 있다.

4. 시대적, 사회적 이슈를 반영하는 교육 내용의 선정

현재 상황에 맞는 현장감 있는 교육이 이루어져야 한다고 생각한다. 가령 작년 미군장갑차에 희생된 여중생 사건의 경우

중고등학생들은 지대한 관심을 보이며 적극적으로 질문을 하기도 한다. 이러한 학생들의 요구에 부응하여 SOFA와 미군 주둔의 문제점 등에 대한 수업이 교육과정에 없다는 이유로 외면되어서는 곤란하다. 이라크전쟁과 같이 사회적인 큰 이슈에 대한 학생들의 궁금증을 간과한 채 단지 교과교육만을 한다는 것은 진정한 교육이 아니라고 생각한다. 시대적 사회적 이슈를 반영하는 교육이 이루어지도록 교육과정에 이러한 부분이 언급되어 있어야 한다고 생각한다.



CARTOON: "Bed Morning in Class," by Seok-hyeon Go



Can you or your students finish this cartoon? Your ending, if it is chosen, will begin Go, Seok-hyeon's cartoon next issue!

Send all cartoon endings (either artwork or text or both) to David Kellogg, Seoul National University of Education Department of English Education, 1650 번지, 서초구 서초동 서울 137-742, or by email to <kellogg@ns.snue.ac.kr>.

Prize for the winning ending: Win a whole classroom set of Go Seok-hyeon's great cartoon English saga "The Techno-kkaebiess"!

BOOK REVIEW

Rost, M. (2002). *Teaching and Researching Listening*

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New and experienced teachers and researchers will find Michael Rost's *Teaching and Researching Listening* a useful addition to their libraries. In his latest effort, Rost provides his readers with material that will help them define, study and teach the skill of second language listening. Moreover, this work builds upon Rost's previous

efforts in this area, offering readers in some ways a broader context for listening than was apparent in his 1990 *Listening in Language Learning*, while at the same time further developing some of the earlier work's themes.

Rost begins *Teaching and Researching Listening* by recounting how listening has been defined over the years and how teachers and theorists have been influenced by the intellectual tenor of their times, variously conceiving of listening in terms of behavior, computers, psychology or social interaction. Rost summarizes the commonalities in these definitions into four archetypal approaches to listening which comprise such common definitions as understanding a speaker's meaning as well as more rarefied ones such as "the flow of consciousness as you pay attention to things" (p. 3). Rost's own definition, "listening = experiencing contextual effects" (p. 3) is, at first glance, too broad to be of much help to the reader. Rost admits this, however, and does explain his characterization as defining "listening as a neurological event (experiencing) overlaying a cognitive event (creating a change in a representation)" (p. 3). This definition sets up his subsequent investigation of the limits of listening.

Rost divides his book into four major sections: "Defining Listening," "Teaching Listening," "Researching Listening" and "Exploring Listening." The sections, respectively, explain what listening is, provide ideas for listening instruction, offer starting points for the study of listening - particularly in the area of teacher-initiated research - and invite the reader to "explore" listening through a final annotated bibliography section. A glossary of listening-related terms, an index, and a references section round out the book.

The first section, "Defining Listening," sketches listening from a variety of perspectives. The neurological underpinnings of attention and its role in listening comprehension are summarized. Linguistic, psycholinguistic, and pragmatic aspects of listening are discussed. Language acquisition and cognitive development are covered, as is, briefly, natural language processing in computer science. All of this provides greatly useful context for listening. In

particular, given the recent advances in cognitive and computer science, this section helps educators and researchers in education remain abreast of discoveries that affect our understanding of how people learn. (See, for example Pinker, 1997.)

Section Two, "Teaching Listening," takes the reader through chapters dealing with approaches to teaching, instructional methods, instructional design and assessment. Rost also offers guidance on input appropriate for students learning to listen. In this section, teachers might find particularly useful the chapter on listening assessment; the utility of having a clear construct of listening as the basis for a listening test is discussed. In addition, Rost summarizes research on what the listening section of Test of English as a Foreign Language (TOEFL) appears to actually examine.

The third section, "Researching Listening," provides a chapter that helps the reader clarify why one might undertake to study listening and how to frame research questions. A subsequent chapter offers 15 sample listening research projects one might undertake and an example of a write-up of a listening research project report.

The final section, "Exploring Listening" is an annotated bibliography that offers ideas for sources of listening material and guidance for teachers and researchers in the areas of textbooks, teaching and research journals, and scholarly books about listening. Internet resources, including websites and e-mail list serves are also discussed. Of course, given the variability of the Internet, some of this information will likely become outdated almost immediately; however, the Internet sites do give beginning points for exploration.

In many ways, *Teaching and Researching Listening* goes beyond and contextualizes Rost's earlier work, *Listening in Language Learning*. That work, while offering a great deal of background information about listening, focused tightly on listening in the classroom or in the language acquisition situation. This later work takes a broader view, especially in the sections that cover recent cognitive research, and the chapters on researching and exploring listening. Thus, *Teaching and Researching Listening* adds scope to the earlier work. Both are well worth reading for anyone seriously interested in second language listening.

In addition, while both are well-edited and designed to aid the reader, *Teaching and Researching Listening* features highlighted quotes from well-known researchers, and boxes that draw the reader's attention to key concepts, or important summaries of points, studies or methodologies. These devices allow the reader to either skim the book quickly or explore certain topics in depth.

The book is part of Pearson Education's "Applied Linguistics in Action Series." The book's companion website (<http://www.booksites.net/Rost/>) provides a way to download a sample chapter and links to other books in the series. Overall, the book itself is valuable. Rost has quite a bit to teach us about his topic, and he is well worth listening to.

References

- Pinker, S. (1997). *How the mind works*. New York: Norton.
Rost, M. (1990). *Listening in language learning*. New York: Longman.
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KATE NEWS

한국영어교육학회 회칙 (Bylaws of KATE)

- 제 정 : 1965. 1. 22.
- 제 1차개정 : 1973. 8. 11.
- 제 2차개정 : 1975. 8. 1.
- 제 3차개정 : 1981. 8. 1.
- 제 4차개정 : 1988. 2. 26.
- 제 5차개정 : 1995. 7. 1.
- 제 6차개정 : 1999. 3. 1.
- 제 7차개정 : 2003. 3. 1.

제1장 총칙

제1조 (명칭) 본회는 한국영어교육학회라 한다. 영문명칭은 The Korea Association of Teachers of English이며 KATE로 약칭한다.

제2조 (목적)

- ① 본회의 목적은 영어교육의 이론과 실재를 연구하고 발전시키며, 회원 상호간의 친목을 도모하는데 있다.
- ② 본회의 목적을 달성하기 위하여 아래의 사업을 수행한다.
 1. 학회지「영어교육(English Teaching)」 및 소식지의 간행
 2. 학술대회 개최 및 학술 교류
 3. 영어교육 관련 도서 및 자료의 출판, 수집 및 비치
 4. 기타 본회의 목적 달성에 필요한 사업

제3조 (사무소) 본회의 사무소는 회장이 지정하는 장소에 둔다.

제2장 회원

제4조 (입회 및 회원의 구분)

- ① 영어교육에 종사하거나 관심을 가지는 개인, 기관, 단체는 본회에 소정의 입회원서를 제출하고 입회비 및 당해 연도의 회비를 납부한 후 상임이사회의 승인을 얻어 회원이 된다. 단 영어교육에 종사하는 영리 기관이나 단체는 별도의 협약에 따라 회원이 된다.
- ② 회원은 개인회원, 기관회원, 협력회원으로 구분한다.
 1. 개인회원 : 영어교육에 종사하거나 관심을 가지는 개인
 2. 기관회원 : 도서관, 영어교육에 종사하는 비영리 기관이나 단체

3. 협력회원 : 영어교육에 종사하는 영리 기관이나 단체

제5조 (권리와 의무)

- ① 회원은 총회에 참석하고 의결할 권리, 학술대회에 참석할 권리, 본회의 간행물에 투고할 권리, 본회의 간행물을 받아볼 권리 등을 가진다.
- ② 회원은 매년 소정의 회비를 납부하여야 한다.

제6조 (자격상실) 아래의 사항에 해당되는 회원은 상임이사회의 결정에 따라 그 자격을 상실한다.

1. 본인이 사퇴 의사를 표명할 경우
2. 특별한 이유나 통고 없이 3년 이상 회비를 납부하지 아니하였을 경우
3. 본 학회의 목적에 배치되는 행위나 명예와 위신에 손상을 가져오는 행위를 하였을 경우

제3장 임원

제7조(임원) 본회의 임원을 아래와 같이 둔다.

1. 회장 1인
2. 부회장은 편집·출판담당 부회장, 기획·조정담당 부회장, 연구·개발담당 부회장, 섭외·홍보담당 부회장 등 4인 이내
3. 상임이사 30인 이내
4. 감사 2인
5. 자문위원 약간 인

제8조(선출)

- ① 회장, 부회장, 감사는 임원회에서 선출하여 총회에서 승인을 받는다.
- ② 상임이사는 회장이 위촉한다.
- ③ 자문위원은 전임회장 전원을 추대한다.

제9조 (회장의 임무) 회장은 본회를 대표하고 학회의 모든 업무를 총괄하며, 상임이사회, 임원회 및 총회의 의장이 된다.

제10조 (부회장의 임무) 각 부회장은 담당업무에 대하여 회장을 보좌하며, 회장 유고시에 그 직무를 대행한다.

제11조 (상임이사의 임무) 상임이사는 총무, 재무, 국제, 섭외, 연구, 학술정보, 편집 등의 업무를 담당한다. 단, 필요에 따라 상임이사직을 신설하여 운영할 수 있다.

1. 총무이사는 학회의 행정 등 총괄 업무에 관한 사항을 담당
2. 재무이사는 학회의 재무 관련 업무를 담당
3. 국제이사는 학회의 국제교류 업무를 담당
4. 섭외이사는 학회의 대외관계 증진을 위한 홍보 및 섭외 업무를 담당
5. 연구이사는 학회의 연구 및 개발 업무를 담당
6. 학술정보이사는 학회의 학술정보, 회원관리, 홈페이지 관리 등의 업무를 담당
7. 편집이사는 학회의 편집 및 출판 업무를 담당
8. 신설되는 상임이사는 주어진 업무를 담당

제12조 (감사의 임무) 감사는 학회의 경리 업무를 회계 연도마다 감사하여 총회에 그 결과를 보고한다.

제13조 (자문위원의 임무) 자문위원은 회장의 자문에 응하며 임원회의에 참석한다.

제14조 (임기) 모든 임원의 임기는 2년으로 한다. 단, 원활한 학회 활동의 연계를 위하여 상임이사직은 연임할 수 있다.

제4장 회의

제15조 (총회) 총회는 정기총회와 임시총회가 있으며 회장이 소집한다.

1. 정기총회는 본회의 학술대회 마지막 날에 개최
2. 임시총회는 회장이 필요하다고 인정하거나, 상임이사회의 결의, 또는 개인회원 3분의 1이상의 요청이 있을 경우에 개최

제16조 (임원회)

- ① 임원회는 제7조에 명시한 임원으로 구성되며, 정기총회 이전에 개최한다.
- ② 임원회의에서는 상임이사회의 중요 결정사항을 보고 받고 인준하며, 제8조 ①항에 명시한 임원을 선출한다.

제17조 (상임이사회)

- ① 상임이사회는 회장, 부회장 및 상임이사로 구성되며, 필요에 따라 회장이 수시로 소집한다.

- ② 상임이사회는 본회의 운영에 관한 제반 사항을 심의하고 의결하며, 그 중요 결정사항을 임원회의 인준을 받아 총회에 보고한다.

제18조 (소위원회)

- ① 본회를 원활하게 운영하기 위하여 소위원회를 둘 수 있다.
- ② 소위원회의 구성 및 활동 사항은 상임이사회에서 따로 정한다.

제19조 (의결) 모든 회의는 출석 인원으로 개최하며, 안건은 출석 인원 과반수의 찬성으로 의결한다.

제5장 편집위원회

제20조 (구성) 본회는 편집위원회를 따로 구성하여 운영한다.

제21조 (임무) 편집위원회는 학술지에 투고된 논문의 심사 및 게재 여부를 결정한다.

제22조 (위원장) 편집위원회 위원장은 편집·출판담당 부회장이 겸임한다.

제23조 (세부 규정) 편집위원회의 구성, 임무, 운영 등에 관한 세부 사항은 따로 정한다.

제6장 학술대회

제24조 (학술대회)

- ① 본회는 연 1회 이상 학술대회를 개최한다. 단 학술대회 개최일정은 상임이사회에서 정한다.
- ② 학술대회의 원활한 준비를 위하여 학술대회 조직위원회를 둔다.
- ③ 학술대회 조직위원회의 구성 및 활동 등에 관한 사항은 상임이사회에서 따로 정한다.

제7장 재정

제25조 (수입) 본회의 재정은 아래의 수입으로 충당한다.

1. 기금
2. 입회비 및 회비
3. 지원금, 찬조금 및 회사금
4. 사업 및 기타 수입금

제26조 (회계 연도) 본회의 회계 연도는 매년 7월 1일부터 익년 6월 30일까지로 한다.

제27조 (예결산)

- ① 매 회계 연도 말에 수입과 지출을 결산하여 감사의 감사를 받고 임원회의 인준을 받아 총회의 승인을 받는다.
- ② 예산은 상임이사회 심의와 임원회의 인준을 받아 총회의 승인을 받는다.

제8장 회칙의 개정

제28조 (회칙의 개정)

- ① 이 회칙은 상임이사회 구성원의 과반수 또는 개인회원 3분의 1이상의 제청이 있을 때 개정할 수 있다.
- ② 이 회칙의 개정안은 임원회를 거쳐 총회에서 출석회원 과반수의 찬성으로 확정한다.

부 칙

이 개정 회칙은 2003년 3월 1일부터 시행한다.

KATE NEWS

Reports from the Council

General Affairs

Byungmin Lee, Secretary-General
bmlee@snu.ac.kr

Changes in Membership Fees



KATE 2003 Winter Conference held an extraordinary general meeting on February 15th, 2003 and passed several measures submitted by the board members. These new measures are relevant and important to all members.

1. Individual membership: The initiation fee is now 30,000 won and the annual membership fee is also 30,000 won.
2. Library memberships: The initiation fee is now 30,000 won and the annual membership fee is 100,000 won.

3. Overseas Individual membership: The initiation fee is 40 US dollars and the annual membership fee is also 40 US dollars including postage.
4. Overseas Library membership: The initiation fee is 40 US dollars and the annual membership fee is 100 US dollars, which includes postage.

In addition to the adjustment of membership fees, the general meeting has also passed some amendments to the bylaws of Korea Association of Teachers of English. More detailed information will be available on the KATE web site (<http://www.kate.or.kr>).

Publications

Won-Key Lee, Vice President
wkl@snu.ac.kr

Contributions by e-mail



Most of us live and work with e-mail these days, so it's a resource that is there for the taking in our journal work as well. We've decided to use it for most of our business: submissions, acknowledgement of receipt, review, and reviewer recommendations to the editorial board. This will save resources, effort, time, and maybe even a tree or two.

- Contributors are advised to use **MS WORD** for their submissions, and submit them electronically to the editor-in-chief (Prof. Won-Key LEE: wkl@snu.ac.kr). The **REVIEWING FEE** for the contributed article, 70,000 won (US\$60), should be paid in to the KATE bank account* (see below) before the article transmission, and notification of payment should be sent, again by e-mail, to both the editor-in-chief and the treasurer (Prof. Shin Dong-il: shin@sookmyung.ac.kr, Choheung Bank 366-01-069405, in the name of the KATE). Notice of receipt will be e-mailed to contributors.

After a careful and thorough review of the contributed articles by our editorial committee, all the contributors will

be informed about the results of their article review by e-mail as well. Those contributors whose articles have finally been selected for publication in English Teaching are then required to pay a **PUBLICATION FEE**, 100,000 won (US\$80). (If the reported research is supported or subsidized financially by sponsors, the fee is 200,000 won.)

The first printed galley will be posted to each contributor, and it is the author's responsibility to proofread and correct it where necessary. (Negligence in proofreading and correction of the first printed draft may result in being excluded from the journal upon final publication.)

Call for Papers for the KATE Journal

Submissions to the KATE journal should be papers that have never been published in any form at home or abroad. They should be related to research on theoretical and practical issues in EFL/ESL learning, teaching and testing. All submissions are strongly advised to include relevant pedagogical implications.

A candidate paper should be **no more than 25** double-spaced pages, including an informative abstract of not more than 200 words. It should conform to the style guidelines of the American Psychological Association. (See details at the end of the winter issue of the journal, Volume 55). The deadlines for each issue are:

- Spring issue > December 1st
- Summer issue > March 1st
- Fall issue > June 1st
- Winter issue > September 1st

Won-Key LEE, PhDTESOL
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Members in the News

Appointments

- 문영인. (서울시립대). 2003년 3월. 교양영어 주임으로 선임됨.
신동일. (숙명여대). 2003년 3월. 일반 영어 과장, 영어교육
평가실 주임교수로 선임됨.
이길영. (State University of New York at Buffalo). 2003년 3월.
한국외국어대학교 영어교육과. 조교수로 임용됨.
이신웅. (UT-Austin). 2003년 5월. 영어교육학 박사학위 취득.



Publications

- 이완기. (서울교대) [2003년]. 영어를 가르치는 엄마, 영어를
가르치는 엄마. 능률영어사.
주양돈. (혜천대) [2003년]. *Talk about travel. Compass*.
Ko, J., Schallert, D., & Walters. K. (2003). Rethinking
scaffolding: Examining negotiation of meaning in an
ESL storytelling task. *TESOL Quarterly*, 37, 303-324.

Rupert Atkinson(한국정신문화연구원), 고미숙(이화여대), 차
명선, 이종복(나사렛대), 배태일(University of South
Carolina), 정영희(세종대학교), 강소영, 박선희, 최운호(서울
대), 정인식(서울대), Heidi Vande Voort(충신대), Wes De
Jonge (충신대), Diane Potts(전남대), 심은숙(University of
Minnesota), 김규화(상당초등학교), 변학환(신흥대), 강인선
(KAIST), 이경림(풍문여고), 박신영(연세대), 한명순, 정혜선
(아이링크스쿨), 이유림(이화여대), Adam Turner(한양대), 최
희경(경인교대), 이정선(이루넷), 유지혜(나사렛대학교),
Eugene Spindler(창신대), 조윤영(이화여대), 박연진, Mia
Jun(서울시교육연수원), 박나영, 김영실(항공기능대학), 박주
현(뉴로네티즘), 남정미(부산대), 박희숙(우송대), 김은경(한
국정보통신대), 송지희(다대고등학교), 오영미(천안대), 안희
정(코리아헤럴드), 박은영(이화여대)

New Members

- 국제영어대학원대학교(도서관회원), 이은연(한양대), 김지영
(경희대), 이수희(인천대학교), 정연희(국제영어교육연구소),
Eric Prochaska(국제영어대학원대학교), 정현성(대구대),



Literary Works by KATE Members

낙엽

권오량(서울대학교 교수, 한국영어교육학회 회장)

한때는
새봄의 기쁨이었고,
여름의 주인이었고,
가을의 영광이었지.

그러나 이제
모든 것 버리고 간다.
제 소임 다 하려고,
억수같은 비 성난 바람 견뎌내던
그 짐착 선선히 버리고,
일렁이는 바람조차 없는 오후에
조용히 내려앉는다.
때가 왔다는 이유만으로.

때가 오면
나도 그렇게 떠날 수 있을까?
할 일이 이리 많은데,
애착이 남아 있는데,
낙엽처럼 그렇게 갈 수 있을까?

2002년 11월 9일 관악산에서

하얀 물, 파란 물의 봄나들이

김영숙(전 이화여대 교수, 한국응용언어학회 전임회장)

- ❶ 따뜻한 봄이 돌아왔어요. 들에는 어린 싹이 파릇파릇 얼굴을 내밀고 있어요.
겨우내 얼어 붙었던 시냇물도 녹아서 졸졸 흐르기 시작했어요.
시냇가의 버들강아지도 보수수한 털로 단장한 모습을 자랑하고 있었어요.

- ② 하얀 물과 파란 물, 피라미와 메기는 시골 마을의 조그만 개울 속에서 함께 사는 한 식구입니다.
물가의 버들강아지는 종일 흐르는 물과 고기를 내려다 보며 즐거워합니다.
그들은 모두 좋은 이웃, 정다운 친구로 서로를 사랑하면서 살고 있었어요.
어느 날 하얀 물과 파란 물, 피라미와 메기가 봄나들이를 떠납니다.
- ③ 하얀 물과 파란 물은 앞서거니, 뒤서거니 물속을 달리면서 놀니다.
신나게 앞서 달리던 파란 물이 큰 돌에 부딪치자 하얀 거품을 내면서 멈칫 합니다.
뒤에서 쫓아오던 하얀 물이 다가와 말을 건넵니다.
“세계 부딪쳤니? 아프지 않니?”
“괜찮아, 같이 가자.”
하얀 물과 파란 물이 사이 좋게 나란히 달립니다.
- ④ 앞서 가던 피라미와 메기를 발견한 하얀 물과 파란 물은 부지런히 그 쪽으로 달려갑니다.
메기의 몸을 간지러 주고 도망가는 장난꾸러기 하얀 물.
헤엄치다 지친 어린 피라미를 등에 업고 흐르는 착한 파란 물.
재미있게 노는 친구들의 모습은 평화롭고 행복해 보였어요.
- ⑤ 며칠 후 하얀 물과 파란 물은 며칠 후 읍내의 강에 이르렀어요.
강은 넓었지만 하얀 물과 파란 물은 마음 놓고 달릴 수가 없었어요.
물속에는 비닐봉지와 깡통들이 둥둥 떠다니고, 철근과 철사, 그리고 깨진 병과 유리 조각들이 위험하게 널려 있었기 때문이지요.
- ⑥ “비닐봉지에 갇혀 숨이 막히면 큰일나. 천천히 살피면서 가야 해.”
“그래, 너도 유리 조각에 찢리지 않도록 조심해.”
하얀 물과 파란 물은 서로 손을 잡고 조심조심 걸으면서 말했지요.
두 친구는 갑자기 시골 개울 바다에 깔린 모래와 작은 돌들이 그리워졌어요.
메기와 피라미도 하얀 물과 파란 물이 주고 받는 말을 듣고 조심조심 헤엄을 칩니다.
- ⑦ 강가의 늙은 버드나무는 걱정스럽게 강물을 내려다보며 친구들에게 말합니다.
“얘들아, 잘가. 몸조심하고 안녕.”
버드나무는 조용히 눈을 감고 마음 속으로 빌었습니다.
“모처럼 떠난 친구들의 봄여행이 즐겁고 무사하도록 도와주세요.”
잠시 후 다시 눈을 뜬 버드나무는 고개를 들어 멀리 강의 상류쪽을 바라봅니다.
- ⑧ 여기저기서 흘러든 물로 제법 큰 강으로 변한 상류는 마음이 뿌듯하고 어깨도 으쓱해집니다.
“그래, 이제는 나도 당당한 강이야. 큰 강을 부러워할 필요가 없어.”
먼 길을 흘러온 강물에 읍내 하수관이 내보내는 물까지 합쳐져 강물은 점점 불어납니다.
- ⑨ “큰일났다. 빨리 도망쳐!”
갑자기 버드나무가 멀리서 크게 소리칩니다.
“시커먼 물이야. 위험해!”
하얀 물과 파란 물이 검게 되면 물도 죽고 고기들도 죽게 된다는 것을 버드나무는 너무나 잘 알고 있었습니다.
버드나무는 있는 힘을 다해 다시 외칩니다.
“빨리, 빨리 달려!”
- ⑩ 하얀 물과 파란 물은 시커먼 물이 왜 무서운 것인지 잘 몰랐지만 ‘죽는다’는 말에 놀라 마냥 달렸습니다. 하얀 물은 지친 피라

미를 등에 얹고 달렸고, 파란 물은 몸이 무거운 메기의 등을 밀어주며 달렸습니다.
한참 동안 정신없이 달리던 네 친구는 어느 지점에 이르자 멈춰섭니다.

- ①① 앞이 콧 막혀 더 이상 달릴 수가 없었습니다.
하천 공사 때문에 생긴 웅덩이에 갇힌 것입니다.
고여있는 물에서는 썩는 냄새가 났고 물의 색깔도 우중충했습니다.
네 친구는 가슴이 답답해지고 숨이 차기 시작했습니다.
- ①② 뒤쫓아오던 시커먼 물이 웅덩이로 흘러 들었습니다.
웅덩이의 물은 점점 더 시커멓게 변했습니다.
“힘내고 정신차려.” 신음하는 피라미를 가슴에 안고 있던 하얀 물이 말합니다.
“머리를 물 밖으로 내밀고 숨을 쉬어봐.”
메기는 파란 물이 일러준대로 해보려고 했지만 물 밖으로 내밀었던 머리는 곧 힘없이 물속으로 떨어져 버렸습니다.
- ①③ “살려주세요, 제발 살려주세요.”
하얀 물과 파란 물은 있는 힘을 다해서 외쳤습니다.
그때 갑자기 날이 어두워지면서 비가 쏟아지기 시작했습니다.
하늘의 구름이 그들의 애원을 들어주었던 것입니다.
- ①④ 강물은 순식간에 크게 불어나 웅덩이를 덮었습니다.
웅덩이에 갇혀 있던 하얀 물과 파란 물은 다시 흐르기 시작했고 기진맥진했던 피라미와 메기도 웅덩이를 빠져 나올 수가 있었습니다.
“구름아, 고맙다. 네 도움이 없었으면 우리는 모두 죽었을 지도 몰라. 정말, 정말 고마워.”
- ①⑤ 아슬아슬하게 살아난 네 친구는 조금씩 기운을 되찾아가면서 흐르는 강물에 몸을 맡겼습니다.
마음놓고 뛰놀았던 고향의 작은 개울을 꿈꾸며 모두 깊은 잠 속으로 빠져들었습니다.
다음 날 잠에서 깨어난 하얀 물과 파란 물은 피라미와 메기를 데리고 다시 물속을 힘차게 달리면서 봄나들이를 계속하고 있었습니다.



Upcoming Events: 2003



JUNE

25-26 Korea KASELL International Conference, "Where English Linguistics Meets Education," in Seoul. Contact Dr. Kim, Hyun-sook, Tel. (82) (2) 461-8927. E-mail kasell@hanmail.net. Web site: <http://society.kisti.re.kr/~kasell>.

26-28 Korea KATE International Conference, "English Language Policy and Curriculum," in Daejeon. Contact Dr. Lee, Hwa-ja, Conference Chair. Tel. (82) (061) 750-3327. E-mail Lhj@sunchon.ac.kr. Web site: <http://www.kate.or.kr>.

JULY

2-4 UK "Producing Local Order", International Institute for Ethnomethodology and Conversation Analysis in Manchester. Visit <http://www.pscw.uva.nl/emca/IEMCA2003.htm>

2-5. FIPLV and SAALT. FIPLV 21st World Congress, "Identity and Creativity in Language Education," Johannesburg, South Africa. Contact Anna Coetzee. Web site: <http://general.rau.ac.za/fiplv>.

7-12 Japan Association for Computational Linguistics, ACL 2003 Conference in Sapporo. Web site: <http://www.aclweb.org>

10-11. Paraguay TESOL (PARATESOL). "Building up Cooperative and Professional Growth," Centro Cultural Paraguayo Americano, Asuncion, Paraguay. Contact Person: Andrea Amarilla Saguier, andreaccpa@yahoo.com. TEL:595-21-600-872 FAX:595-21-600-872.

14-16. ETAI-Israel TESOL Annual National Summer Conference, "Going Beyond." Renaissance Hotel, entrance to Jerusalem. Contact Sheila Bauman, Office Directo, P.O. 7663, Jerusalem, Israel. Tel:02 500-1844. Fax:02 500-1851. Web site: <http://www.etni.org.il/etai/>.

18-19 Korea KAFLE (Korea Association of Foreign Languages Education) International Conference at Faculty Hall, Seoul National University. Visit http://www.kafle.org/conference/con_program.php3
Contact Professor Park Joo-Kyung: joo@honam.ac.kr

31-August 2. Japan Association for Language Education and Technology (LET). 43rd National Conference, "Strategies for the Future in Foreign Language Education: Media, Cognition and Communication," in Osaka. Contact PFB01373@nifty.ne.jp. Web site: <http://www.LET-kansai.net/LET2003information-e.html>.

AUGUST

6-8 Japan. Second International Conference on Speech, Writing and Context, in Osaka. Contact Hiromi Murakami, Conference Secretariat, at hiromim@kansaigaidai.ac.jp. Web site: <http://www.kansaigaidai.ac.jp/teachers/toyota/ICSWC2.htm>.

18-22 UK 14th European Symposium on Language for Specific Purposes in Guildford. Visit <http://www.computing.surrey.ac.uk/lsp2003>

SEPTEMBER

4-6 UK British Association of Applied Linguistics (BAAL) "Applied Linguistics at the Interface" in Leeds. Visit <http://www.baal.org.uk.baalc.htm>

4-6 Ireland 3rd International Convergence on Third Language Acquisition and Trilingualism in Tralee. Visit <http://www.spz.tu-darmstadt.de/L3>

13-14 Australia Independent Learning Association. Inaugural Conference, "Supporting independent language learning in the 21st century," in Melbourne. Contact info@independentlearning.org. Web site: <http://www.independentlearning.org>.

19-21 UK EUROSOLA 2003 in Edinburgh. Visit <http://www.hw.ac.uk/langWWW/eurosola/eurosola03.htm>

24-27. Louisiana TESOL Regional Conference, "Charting New Courses on the Mississippi." Doubletree Hotel, New Orleans, LA USA Contact Person: Susan Ary, 7818 Sycamore Street, New Orleans, LA 70118. Tel: 504-865-5803 Fax: 504-866-6364. Exhibit Manager: Jan Fluit-Dupuy, dupuyfly@bellsouth.net Tel.: 504-398-0174. Web site: <http://www.latesol.org/>. **Proposal Deadline: Jul-1-2003.**

27-28 Japan Peace as a Global Language Conference, in Tokyo. Contact Keiko Kikuchi. E-mail kikuchik@tiu.ac.jp. Web site: <http://www.elcalendar.com/PGL2003>.

OCTOBER

3-5. IATEFL Hungary Conference October 3-5, 2003. Contact Person: Eszter Falus, 1146 Budapest, Ajtosi Durer sor 19-21, Hungary. FAX: 00-36-1-460-4403. Web site: <http://www.iatefl.hu/>. Proposal Deadline: June-15-2003.

10-12. INGED-Turkey, BETA-Romania, ETAI-Israel, and TESOL-Greece. Joint International Conference, "Multiculturalism in ELT Practices: Unity and Diversity," Ankara, Turkey. Tel. +90 312 234 10 10/1336. Fax +90 312 234 11 77. Web site: <http://www.inged-elea.org.tr/>. Proposal Deadline: June-1-2003.

10-12. SPELT - Society of Pakistani English Language Teachers Conference, "Teachers in Action: Research and Methodology Perspectives," in Karachi, Lahore, Islamabad and Abbotabad. Contact Person: Khalida Sa'Adat TEL: 9221-4900440, khalida@spelt.org. Proposal Deadline: Aug-30-2003.

17-18. Washington Area TESOL hosts its 33rd annual Fall Convention in Annandale, Virginia. Keynote speaker Ilona Leki will explore this year's theme, "Generation 1.5 and the Teaching of Writing." Choose from more than 30 concurrent sessions on a variety of topics and explore the exhibitors hall. Web site: <http://www.watesol.org/>. Proposal Deadline: June-1-2003.

17-18. WITESOL. Annual conference, "Blending Shades of Meaning: Converge, Construct, Confer," Eau Claire, Wisconsin. Contact Beth Kozbial Ernst, ESL Coordinator, Department of Foreign Languages, University of Wisconsin-Eau Claire, Eau Claire, Wisconsin 54702. Tel. 715-836-4173. Web site: <http://mendota.english.wisc.edu/~hbishop.witesol.htm>. Proposal Deadline: Jun-30-2003.

18-19 The 11th Korea TESOL International Conference, "Gateways to Growth: Exploring ELT Resources," Seoul. Contact Dr. Ju, Yangdon at (82) (42) 580-6252.

31-November 1. Washington Association for the Education of Speakers of Other Languages. WAESOL 2003 Conference: Portals to Empowerment, Seattle University. Contact: Wanda Hvezda, Conference Chair, whvezda@mail.wsu.edu, TEL:509-335-3431 FAX:509-335-1141. Web site: <http://www.waesol.org/>. Proposal Deadline: Sep-1-2003.

NOVEMBER

7-9 Taiwan English Teachers' Association-Republic of China. The 12th International Symposium and Book Fair on English Teaching, "Curriculum Reform in ELT," Taipei, Taiwan. Contact etaroc2002@yahoo.com.tw. Web site: <http://www.eta.org.tw>.

14-15. Ohio TESOL conference, "Teaching and Learning: The Heart of the Matter," Columbus, Ohio. Contact Michael Dordick, conference chair. Web site: <http://willow.cats.ohiou.edu/~otesol/>. Proposal Deadline: Jun-2-2003.

20-23 American Council on the Teaching of Foreign Languages (ACTFL) in Philadelphia. Visit <http://www.actfl.org/public/calendar>

21-22. TESOL France 2003 Colloquium. "Teacher development - whose responsibility is it?" Paris, France. Contact Tiger Hewitt Pavy, Events Manager and Publisher's Liaison, TELECOM ENST, 46 Rue Barrault, 75013 Paris, France. TEL: +33 1 45 81 75 91 Web site: <http://www.tesol-france.org>. Proposal Deadline: Jun-20-2003.

28-30. EgyptTESOL 4th Annual Convention, "Best Practice in TEFL," Cairo, Egypt. The Convention will offer all those involved in the ELT profession stimulating and rewarding professional development opportunities. It will also provide a forum for participants to network and communicate with colleagues at both the national and international levels. Web site:

<http://www.egyptesol.org/>. Proposal Deadline: Jul-31-2003. For electronic submission of proposals, watch out for details on the Egyptesol website at: <http://www.egyptesol.org>. For further information, contact Ms. Deena Boraie, 2003 Convention Chair at dboraie@aucegypt.edu.



The KATE FORUM CONTRIBUTOR GUIDELINES

The KATE FORUM welcomes submissions on matters concerning KATE, English education, and the teaching of English as a foreign language. Contributions of previously unpublished material may be made in the following categories:

Feature Articles should be between 1000 and 3000 words in length and on such topics as EFL methodology, policy, materials design, teacher training, classroom activities, or research. Feature articles should be only lightly referenced, and contents and findings should be particularly applicable to the EFL classroom.

Guest Columns may be submitted by individuals who are not members of KATE. Guest columns should be limited to 500-900 words and be on topics appropriate for feature articles or on KATE itself.

Reports by KATE vice presidents or other members of the executive council may be submitted on major activities and

events of the organization that are planned or have taken place. Reports should be approximately 500 words in length.

Reviews of books, CD-ROMs, videotapes and other materials related to ESL/EFL should be 500-750 words in length. Reviews should be of recently published or released materials that have not been previously reviewed in a KATE publication.

News Items of upcoming events and news about members are also welcome. These should be no more than 150 words in length.

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.



Joining KATE

Why Join KATE?

□ KATE is one of the leading academic associations in Korea interested in research and practice regarding teaching English as a foreign language (TEFL). Thus, KATE provides its members with an opportunity to contribute to and extend the goals of KATE and English education in Korea.

□ The opportunity to participate in lively, friendly academic events such as the conferences and other special seminars and events. Many new members presenting papers for the first time at the conferences have opportunities to meet well-known scholars from around the world and also become part of a network to develop a professional career in English education in Korea.

- Valuable and useful publications:
 - *English Teaching* (영어교육), KATE's academic journal, four issues per year, including two international issues exclusively in English
 - *The KATE FORUM*, published thrice-yearly, which includes general and short research articles on English teaching, news about KATE and conferences, and other events both domestic and international
 - The Edited Proceedings of the academic conferences
 - The annually updated Membership Directory including names and contact information for KATE members

□ For graduate students, the opportunity to benefit from academic conferences and get a glimpse of the most recent academic issues

□ The opportunity to receive one of the annual Outstanding Research Paper Awards from KATE

□ An opportunity to submit a research paper to KATE's

English Teaching (영어교육), the highest rated English teaching and learning journal in Korea (rated by the Korea Research Foundation)

How to Join KATE

Please visit the KATE homepage located at <www.kate.or.kr>, fill out an online membership form at <<http://www.kate.or.kr/member/join.php>>, and send your fee to the KATE account: Cho Heung (조흥) : 366-01-069405.

Membership Rates

KATE has two membership categories: regular membership and special membership. Regular membership is open to specialists in teaching English, such as teachers, teacher trainers, researchers, and administrators. Libraries and

publishing companies constitute special members. The application fee for all is 30,000 won. Annual membership dues are 30,000 won for regular membership and 100,000 won for libraries and publishing companies.

Send your fee to Treasurer Dong-il Shin (Email: shin@sookmyung.ac.kr) through the following account: Cho Heung (조흥) : 366-01-069405. For membership applications, please visit <www.kate.or.kr> and click on the link "Sign Up" under "KATE Membership" on the middle left. For further information, please contact Secretary-General Byungmin Lee (Email: bmlee@snu.ac.kr). For a summary of membership dues, please refer to the following:

1. Individual membership: Initiation fee: 30,000 won, Annual fee: 30,000 Won.
* Overseas Individual membership: Initiation fee: \$ 40, Annual fee: \$ 40 (w/ postage).
2. Library membership: Initiation fee: 30,000 won, Annual fee: 100,000 won.
* Overseas Library membership: Initiation fee: \$ 40, Annual fee: \$ 100 (w/ postage).

