KATE FORUM

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On the Inside...

ON THE INSIDE

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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 more than 1,000 educators, ranging from elementary school teachers to university professors, as well as adult education instructors.

Conferences

Up to now, 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 has 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, future conference venues 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: About KATE, Membership, Publications, News, Conferences, Resources, KATE Mailinglist, etc. 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.

Constitution

Adopted	January 22, 1965
First Amendment	August 11, 1973
Second Amendment	August 1, 1975
Third Amendment	August 1, 1981
Fourth Amendment	February 26, 1988
Fifth Amendment	July 1, 1995
Sixth Amendment	March 1, 1999
Seventh Amendment	March 1, 2003

Chapter One: General Provisions

Article One: Names

The name of this association shall be the Korea Association of Teachers of English, herein referred to as KATE. The Korean name of the association shall be 한국영어교육학회.

Article Two: Aims

Clause One. The aims of KATE shall be to promote the development of and research into the practice and theory of English language education and to endeavor to foster a sense of collegiality and amity among the membership.

Clause Two. To achieve these aims this association shall undertake the following:

Item One. The publication of a scholarly journal "English Teaching (영어교육)" and a regular organ for news

Item Two. The holding of academic meetings and exchanges

Item Three. Compiling, publishing, and circulating books and other materials concerning English education.

Item Four. Other activities consistent with promoting the aims of our Association.

Article Three: Headquarters

The headquarters of this association shall be designated by the President.

Chapter Two: Membership

Article Four: The Process of Admission and the Categories of Membership

Clause One. Membership is open to individuals, and non-profit institutions or other organizations engaged in English language education subject to the completion of the approved application form, submission of the initiation fee alongside the annual membership fee and the approval of the standing executive board. Profit institutions or organizations may become associate members by special agreement.

Clause Two: Membership is divided into the following categories: individual, institutional and associate.

Item One. Individual membership with vote is open to persons who are engaged in or concerned with English education.

Item Two. Institutional membership without vote is open to libraries, non-profit institutions or similar organizations engaged in English education.

Item Three. Associate membership without vote is open to for-profit institutions or organizations engaged in English education.

Article Five: Rights and Responsibilities

Clause One: Individual members are entitled to attending general meetings and one vote on the make-up of decisions, to attending academic meetings held by KATE, and to submission of articles to and free subscription of KATE publications.

Clause Two: The membership shall pay membership fees to KATE annually.

Article Six: Revocation of Membership

Under the following circumstances, membership may be revoked by decision of the standing executive board:

Item One. If the individual declares his or her intention to resign.

Item Two. If the person has not paid membership fees for three years or more without giving notice of reasons

Item Three. If the person has engaged in behavior incompatible with the aims of KATE or damaging the prestige of and/or bringing dishonor to KATE.

Chapter Three: The Executive Board

Article Seven: The Executive Board

The Executive Board of KATE will be constituted as follows:

Item One. One President

Item Two. No more than four Vice Presidents, with a vice-president in charge of editorial work and publications, a Vice President in charge of planning and mediation, a Vice President in charge of research and development, and a Vice President in charge of publicity and advertising.

Item Three. No more than thirty Standing Executive Board members

Item Four. Two auditors

Item Five. Advisors (Consultants).

Article Eight: Elections

Clause One: The President, the Vice Presidents, the Auditors are elected by the executive council and confirmed by the General Meeting.

Clause Two: The Executive Board members shall be appointed by the President.

Clause Three: All the past Presidents shall be Advisors.

Article Nine: Duties of the President

The President shall represent KATE, oversee the business of KATE, and chair meetings of the standing executive board, the executive council, and the general meeting.

Article Ten: Duties of Vice Presidents

Each Vice President shall assist the President by carrying out his or her own duties, and be able to take over for the President in case the need arises.

Article Eleven: Duties of the Standing Executive Board members

The Standing Executive Board members shall take charge of finances, international relations, public relations, research, scholarly information, editorial work and general affairs. Where required the members can be added to establish and manage other offices for standing executive board work.

Item One. A general affairs officer shall manage administration and general affairs.

Item Two. A finance officer shall be charged with matters of finance and expenditur

Item Three. An international relations officer shall oversee international exchanges.

Item Four. An officer for public relations shall take charge of publicity, advertising and the associate members.

Item Five. An officer for scholarly information shall take charge of maintaining scholarly information, the membership database, a home page, and similar duties.

Item Six. An officer for research shall see to research and development affairs.

Item Seven. An officer for editorial work shall see to the editorial work and publishing work of the association.

Item Eight. Additionally designated officers shall oversee other offices set up by the standing executive board.

Article Twelve: Auditors

The auditors shall manage the accounts of KATE annually and make a full report to the general meeting.

Article Thirteen: Advisors

Advisors shall advise the President and be regular members of the Executive Council.

Article Fourteen: Term of Office

All officers shall serve a two year term of office. However, in order to ensure the continuity of KATE activities it shall be possible to extend the term of office of the standing executive board members.

Chapter Four: Meetings

Article Fifteen: The General Meeting

Regular General Meetings and extraordinary General Meetings are convened by the president.

Item One. The regular General Meeting shall be convened on the last day of the KATE conference.

Item Two. Extraordinary General Meetings shall be called at the discretion of the President, the Standing Executive Board, or at the expressed will of at least one third of the individual members.

Article Sixteen: The Executive Council

Clause One: The Executive Council shall be constituted with all the members of the executive board referred to in Article Seven, and shall be convened before the convention of the general meeting.

Clause Two: The Executive Council shall confirm decisions made by the Standing Executive Board, and elect the President, the Vice Presidents, and the Auditors referred to in Article Eight.

Article Seventeen: The Standing Executive Board
Clause One: The President, the Vice Presidents and members of the standing Executive board shall form a Standing Executive Board, which shall be convened at the discretion of the President.
Clause Two: The Standing Executive Board shall resolve important matters pertaining to the affairs of KATE, and report its important decisions to the General Meeting after they are ratified by the Executive Council.

Article Eighteen: Subcommittees
Clause One: In order to carry out the work of KATE efficiently, subcommittees may be formed.
Clause Two: The formation and composition of subcommittees shall be subject to the will of the Standing Executive Board.

Article Nineteen: Resolutions
Resolutions shall be considered resolved if they are approved by a majority of those present in any meeting.

Chapter Five: The Editorial Board

Article Twenty: Organization
In order to carry out the publication work of KATE, an Editorial Board shall be formed.

Article Twenty-one: Duties
The Editorial Board shall carry out the review and selection of articles for the KATE journal.

Article Twenty-two: Editorial Board Chairman
The post of the Chairman of the Editorial Board shall be held simultaneously by the vice-president responsible for editorial and publications work.

Article Twenty-three: Matters of Detail
The Editorial Board shall be able to constitute a bylaw concerning its organization, duties, and operation in carrying out all its particulars.

Chapter Six: Academic Conferences

Article Twenty-four: Academic Conference
Clause One: KATE shall convene at least one academic conference annually. The convention of the academic conference shall be fixed at the discretion of the Standing Executive Board.
Clause Two: In order to ensure the smooth operation of the academic committee, a conference organizing committee shall be set up.
Clause Three: The setting up and operation of the conference organizing committee shall be designated as a bylaw by the standing executive board.

Chapter Seven: Finances

Article Twenty-five: Income
The Association shall dispose of the following sources of income:
> *Item One*. KATE endowments
> *Item Two.* Initiation fees and membership fees
> *Item Three.* Corporate and private donations
> *Item Four.* Commercial and other sources of income.

Article Twenty-six: Fiscal Year
The fiscal year of KATE shall begin on the first of July and end on the 30th of June, the next year.

Article Twenty-seven: Yearly Accounts
Clause One: At the end of each fiscal year, a full account of the income and expenses of KATE shall be audited by the auditors, be ratified at the executive council, and finally be approved at the General Meeting.
Clause Two: The annual budget shall be reviewed at the standing executive board, be ratified at the executive council, and finally be approved at the General Meeting.

Chapter Eight: Amendment of the Constitution

Article Twenty-eight: Amendment of the Constitution
Clause One: Amendments to this Constitution may be put forward by a simple majority of the Standing Executive board or by at least one-third of the individual membership.
Clause Two: When an amendment to the Constitution has been put forward, it shall be reviewed at the executive council subject to confirmation by at least half of the present members of the General Meeting.

∗ Supplementary Provision
This amended Constitution shall be effective from the first of March 2003.

PRESIDENT'S MESSAGE

Expanding Our Horizons

Oryang Kwon, Ph.D.
Seoul National University

During the summer of 2003, KATE hosted two important international events. One was the KATE 2003 Summer International Conference; the other was the First KATE-YBU Conference on English Education, held at Yanbian University, China.

The KATE 2003 Summer International Conference was held on June 26-28, at Chungnam National University in Daejeon, with the theme of "English Language Policy and Curriculum." One important thing to note was that there were a dozen overseas presenters who submitted proposals for presentations. This reflected the enhanced prestige that KATE is gaining in the international arena of English language education.

The SIG Workshops on June 26th had four sessions to whet the professional appetite of the participants through theoretical and practical seminars and discussions. The main event of the conference started on Friday, June 27th. Braving the heavy rainfall, more than 300 participants showed up for the morning plenary sessions, which featured renowned scholars such as David Nunan (University of Hong Kong), David Ingram (Griffith University, Australia), and Elaine Horwitz (University of Texas at Austin, USA). The second day (Saturday) plenary sessions featured Steven Ross (Kwansei-Gakuin University, Japan) and Richard Day (University of Hawaii, USA), followed by two semi-plenary sessions by David McMurray (The International University of Kagosima, Japan) and Jhen'ai Zhang (Yanbian University, China). The two-day conference also had 48 concurrent presentations and one plenary symposium. The responses of the participants were very positive.

The First KATE-YBU Conference on English Education was held on Saturday, August 9th, at Yanbian University, Yanji, China, with the theme of "Exploring and Expanding Our Horizons." This conference was held as the first step towards expanding our horizons to include the Korean-Chinese teaching and learning English in our academic and professional territory. Ten speakers from KATE, including me, and three speakers from Yanbian University presented papers. Three former presidents of KATE, i.e., Professors Im-deuk Kim, Hung-soo Lee, and Hyo Woong Lee, also graced the conference through their participation. As a token of our friendship and alliance with the Yanbian colleagues, KATE delivered a score of high-school English textbooks published in Korea.

More than 100 professors, teachers and graduate students in Yanbian area attended the conference. The language of presentation and discussion was English, out of the consideration for Chinese professionals not conversant in Korean. During and after the conference, both parties agreed that it was a great success, and resolved on holding similar meetings in the future. I also suggested that the Yanbian Korean-Chinese ELT professionals form a professional association so that they can start a partner relationship with KATE. The participants from KATE were touched by, and grateful for, the sincerity and warm hospitality of the Korean-Chinese colleagues and students, who showed an ardent desire to improve English education research and practice. We were also impressed by the excellent command of English by the Korean-Chinese colleagues.

The two international events opened an important avenue to the expansion of our horizons both academically and geographically. I hope that KATE will keep this momentum and exert efforts to expand our horizons. I extend my hearty thanks to all those who participated in the two events.

Oryang Kwon
President
Korea Association of Teachers of English

Feature Article

Genre Differences and Corpus Design for ESL/EFL Research

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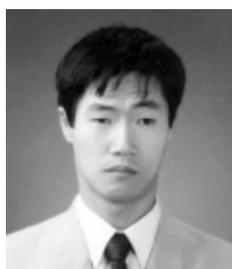
Introduction

As corpora and their technology develop, several attempts have been made to make use of corpus technology in ESL/EFL research. Some corpora are developed for ESL/EFL purposes, and many studies, such as Lee & Ahn (2003) or Kim (2003), are based on corpus data. Most researchers specify how the data are collected and how many (word) tokens they have. In addition, the following two things are mentioned implicitly or explicitly: (i) whether the corpus includes written texts or spoken data and (ii) whether the corpus is tagged or untagged. Here, tagging is a process that attaches a part of speech to each word. A tagged corpus is the one in which each word is annotated with its part of speech.

In designing ESL/EFL corpora, however, there is one more thing that must be taken into consideration in addition to these specifications. This paper shows that genre differences in corpus data can affect the results of analyses, and discusses what this finding implies for corpus design of ESL/EFL research. This paper also proposes a few techniques for handling these genre differences in ESL/EFL research.

1. Genre Differences in Corpus Data

Corpus data are collected from various kinds of sources such as newspapers, journals, novels, books, and so on. Accordingly, diverse genres of data are included in a corpus. In some analyses, such as the morphological analyses of Lee (2001), genre differences may have no or little influence on the results. But in other types of analyses where word usage is crucial, they may affect the results.

Newspapers demonstrate genre differences very clearly. In a newspaper, each article is classified into an appropriate section such as politics, economy, social affairs, opinions, and so on, depending on its content. Each section has its own terminology and word usage. Therefore, the same word may be used differently if it belongs to different sections.

2. Analyses of English Textbooks

Though newspaper is perhaps the typical medium demonstrating genre differences, we can also observe differences in English textbooks. In this section, we will analyze a textbook as an example, and see how genre differences reflect word usage.

The textbook is published by Jihaksa and used for 9th grade students. It has 12 chapters, of which we select 6. Within each chapter, only body texts are selected as corpus data, excluding other sections such as listening or exercises. Each chapter is classified into one of 6 different genres: politics, economy, social affairs, culture, daily life, and fable. Each genre/chapter yields its own corpus, named CP, CE, CS, CC, CL, and CF. These classifications are made on the basis of the content as well as the title of each chapter. In addition to these six corpora, we have another corpus CA, which is constructed by collecting all the data in other 6 corpora. Specifications about these 7 corpora is illustrated in Table 1. Each corpus includes written texts, and is untagged.

TABLE 1
Corpus Design

Name	Genre	Title	Token	%
CA		CP+CE+CS+CC+CL+CF	2,377	100.000
CP	Politics	Ella Grasso: A Mother and a Governor	411	17.291
CE	Economy	Supply and Demand	344	14.472
CS	Social Affairs	Korea Overseas Volunteers	389	16.365
CC	Culture	Korea's Pride: Taekwondo	311	13.084
CL	Daily Life	Good Study Habits	408	17.164
CF	Fable	The Shepherd and the Princess	514	21.624

In Table 1, title refers to those of selected chapters, and token means the total number of word frequencies in each corpus. Percentage (%) in the last column illustrates how each corpus is distributed in CA. What I am most concerned with in this corpus design is that each chapter/genre is almost evenly distributed in CA. I try to choose the chapters that have similar size, i.e., similar token numbers. But, it was very difficult to make each corpus evenly distributed, i.e., 16.666%. Therefore, we have to be satisfied with the fact that only one chapter is chosen for each genre and that their percentages are similar. For each corpus in Table 1, three investigations are carried out.

In the first investigation, the top 10 words were searched. These are the words which are most frequently used in the corpus. Table 2 enumerates the most frequent words for each corpus with their frequencies and percentages. When more than one word has the same frequency of occurrences the rank is given in alphabetical order.

TABLE 2
Top 10 Words in Each Corpus

	CA	CP	CE	CS	CC	CL	CF
	The	She	The	The	Taekwondo	You	The
1	186	26	41	27	13	31	75
	(7.825%)	(6.326%)	(11.919%)	(6.941%)	(4.180%)	(7.598%)	(14.591%)
	And	Was	Price	Of	To	The	A
2	64	18	14	14	11	16	14
	(2.692%)	(4.380%)	(4.070%)	(3.599%)	(3.537%)	(3.922%)	(2.724%)

3	Of	In	And	In	And	Have	And
	60 (2.524%)	17 (4.136%)	13 (3.779%)	13 (3.342%)	10 (3.215%)	11 (2.696%)	14 (2.724%)
4	In	The	In	To	Of	To	Shepherd
	58 (2.440%)	17 (4.136%)	13 (3.779%)	13 (3.342%)	10 (3.215%)	10 (2.451%)	14 (2.724%)
5	To	Her	Of	Korea	The	A	King
	53 (2.230%)	14 (3.406%)	11 (3.198%)	9 (2.314%)	10 (3.215%)	9 (2.206%)	12 (2.335%)
6	A	And	Goods	Countries	Their	And	Boy
	46 (1.935%)	13 (3.163%)	9 (2.616%)	8 (2.057%)	9 (2.894%)	8 (1.961%)	10 (1.946%)
7	You	Of	Is	Have	A	For	Of
	36 (1.515%)	9 (2.190%)	9 (2.616%)	8 (2.057%)	7 (2.251%)	7 (1.716%)	9 (1.751%)
8	Is	To	Prices	Many	Students	Is	To
	30 (1.262%)	9 (2.190%)	9 (2.616%)	7 (1.799%)	7 (2.251%)	7 (1.716%)	9 (1.751%)
9	For	A	Shoes	Is	In	Of	Ay
	28 (1.178%)	8 (1.946%)	9 (2.616%)	6 (1.542%)	6 (1.929%)	7 (1.716%)	8 (1.556%)
10	She	People	Supply	Volunteer	Is	Study	Said
	26 (0.968%)	7 (1.703%)	8 (2.326%)	6 (1.542%)	5 (1.608%)	7 (1.716%)	7 (1.362%)

This table demonstrates some characteristics of each genre. First, note that genre-specific words are used. *Price*, *goods*, *prices*, *shoes*, and *supply* in CE are some examples. People is relevant to CP, and taekwondo may appear in CC.

Second, though *the* is the most frequently used word in CA, not all the other corpora rank *the* as first. Only CE, CS, and CF rank this word as most frequent. In CC, the occupies only 3.215%. Table 3 illustrates how *the* is distributed in each corpus when we make its occurrences in CA 100%.

TABLE 3
Distribution of the in Each Corpus

	C_A	**C_P**	**C_E**	**C_S**	**C_C**	**C_L**	**C_F**
The	186 (100%)	17 (9.140%)	41 (22.043%)	27 (14.516%)	10 (5.376%)	16 (8.602%)	75 (40.323%)

As this table demonstrates, most occurrences of the in CA come from CE and CF, especially from CF. This word has hardly been used in CC. There is a reason why *the* is frequently used in CF. In fable, common nouns such as *king* or *boy* are often used. Anaphoric relations between them are habitually expressed with the indefinite article *a(n)* and the definite counterpart *the*. For example, when we read a fable, we often meet *a king-the king* or *a boy-the boy* relationship. But definite NPs may appear more than once, whereas indefinite NPs occur just one time in the text. Therefore, the frequencies of *the* are greater than those of *a(n)*. That is why *the* and *a* occupy the first and the second place respectively in CF. In CA where various genres of texts are mixed, however, this characteristic is diluted, and *the* and *a* are ranked at the first and the sixth respectively. This *a-the* relation also demonstrates a genre-specific property. In similar vein, note that *and* is ranked at the second in CA, but that this word is located outside of the top 10 words in CS.

Third, *she* in CA has 26 occurrences. All of them, however, come from CP. Of cause, this is an extreme case. But it does demonstrate that there are cases where one single genre of texts provides the most occurrences of a certain word(s). This is another example where genre differences play a role, whether it is good or not.

In the second investigation, the frequencies for five verbs are counted. Those verbs are *do, get, have, make*, and *take*. They are chosen because they are most frequently-encountered verbs in the texts regardless of genre differences and they often collocate with other words. Table 4 illustrates the distributions of these five verbs. Morphological variations are considered in the occurrence numbers. For instance, 12 in [CA, Do] indicates that we have total 12 occurrences which cover four different forms of *do*, i.e., *do, does, doing*, and *did*.

TABLE 4
Distribution of Five Verbs in Each Corpus

	C_A	**C_P**	**C_E**	**C_S**	**C_C**	**C_L**	**C_F**
Do	12 (0.505%)	2 (0.487%)	1 (0.291%)	0 (0.000%)	3 (0.965%)	4 (0.980%)	2 (0.390%)
Get	4 (0.168%)	1 (0.243%)	1 (0.291%)	0 (0.000%)	1 (0.322%)	1 (2.696%)	0 (0.000%)
Have	36 (1.517%)	5 (1.217%)	0 (0.000%)	14 (3.599%)	1 (0.322%)	11 (2.696%)	5 (0.973%)
Make	14 (0.589%)	2 (0.487%)	8 (2.355%)	0 (0.000%)	1 (0.322%)	3 (0.735%)	0 (0.000%)
Take	2 (0.084%)	0 (0.000%)	0 (0.000%)	0 (0.000%)	0 (0.000%)	1 (0.245%)	1 (0.195%)

As you can observe from the table, *have* is the most frequently-used verb, and *take* is barely used. An interesting fact is that CS uses only one verb have whereas CL makes use of all of the five verbs. This table shows us that some genres prefer certain verb(s). CS and CF prefer *have*, but *make* is preferred in CE. It is natural that *make* is the most frequently-used verb in CE. In economy-related activities, we make some goods, and sell/buy those goods. We also make a profit. Consequently, among the above five verbs, *make* is the verb that is mostly related to economy. In sum, Table 4 also demonstrates that genre differences may affect the choice of verbs.

In the last corpus investigation, we examine collocations of the above five verbs. Here, collocation refers to recurrent combinations of lexical items (Bonk, 2001, P. 113). In this last experiment, we search only the six corpora form CP to CF, and collocations in CA are not made. But collocations in CA can be calculated as the sum of all the results from CP to CF. Table 5 – Table 9 illustrate the collocation results in each corpus.

TABLE 5
Collocation Results of C_P

... loved because she **did** her best to ...
... where they could **get** advice and help ...
... because their family **had** the positions before ...
... Italian-American parents who **had** very little money ...
... her best to **make** changes for the ...
... when she was **making** an address, and ...

TABLE 6
Collocation Results of C_E

... when they can **get** higher prices for ...
... make. Producers will **make** more goods when ...
... in supply [producers **make** fewer shoes]. Businesses ...
... demand when the **make** up their mind ...

TABLE 7
Collocation Results of C_C

... of taekwondo never **get** a black belt ...
... in school, to **have** a sense of ...
... name taekwondo is **made** up of several ...

TABLE 8
Collocation Results of C$_L$

... you have to **get** up to look ...
... people, in fact, **have** difficulty concentrating when ...
... However, you probably **have** several hours a ...
... Discuss anything you **have** questions about. These ...
... hand. If you **take** notes while you are ...

TABLE 9
Collocation Results of C$_F$

... as the boy **took** out the beans ...

As you can see, we have no collocation case in CS. An interesting point is that CS makes use of only one verb have among the five verbs. But, among the 14 occurrences, there is no case where this verb is used for collocation. All of them are used for representing tense (i.e., *have/had* + p.p.) or with its own meaning (i.e. posses something). If we study the collocations of have in CA where various genres of texts are mixed, we cannot catch this kind of genre-specific property, because the other genres have the collocational cases for this verb. Second, for the same verb, different words are collocated depending on the genre. For example, for the same verb *make*, we have *making an address* in CP but *make goods* or *make shoes* in CE. Likewise, we have *get advice* in CP but *get higher prices* in CE. These collocations are genre-specific. In other words, we are reluctant to use *making an address/get advice* in CE, and *make goods/make shoes/get higher prices* in CP.

3. Discussion

The three investigations in Section 2 reveal that genre differences can affect choices of word(s) and word combination(s). One might say that these results are natural and predictable, and may ask "What implications do they have in the corpus design for ESL/EFL research?"

Corpus data can be used in roughly three ways. First, corpus data can be collected from native speakers (NSs), and their usage of a certain word(s) or phrase(s) can be examined. Let's call this kind of corpus CNS. Second, corpora can be constructed from non-native speakers (NNSs), and we can study their tendencies in using a certain word(s) or phrase(s). Let's call this CNNS. Third, CNS and CNNS can be compared to discover NNS' errors in using a certain word(s) and phrase(s).

Now, let's think about each case one by one. First, suppose we have a corpus CNS. As said above, most studies that make use of corpus data specify how the data are collected and how many (word) tokens they have. But they hardly say anything about genre distributions. (The specifications of some big corpora may have the section for this issue. But many studies that use such corpora often do not discuss the distributions.) Thus, various genres of texts can be mixed within a single corpus, and the corpus itself is similar to CA in Table 1, rather than CP, CS, or the others. Because the choices of word(s) and word combination(s) may differ depending on the genre differences, we cannot say that we have correctly extracted the usage of NSs for a certain word(s) or phrase(s). Second, let's consider the case of a corpus CNNS. The situation is similar to CNS. Because we don't have information on the genre distributions, we cannot be sure that we correctly capture the tendency of NNS for a certain word(s) or phrase(s). Third, when we

compare CNNS with CNS, we have even more serious problems. Because both corpora may have different genre distributions, it is doubtful if the comparisons can be performed correctly.

An analogy with work outside of ESL/EFL research may help. Minimal pairs in phonology or syntactic argumentations in syntax may be available for explanation. Let's suppose that we want to distinguish two consonants /p/ and /b/. Then, we usually put them into the same environment, e.g., /_æt/. That is, we have /pæt/ and /bæt/. We don't compare these two consonants in different environments, e.g., /pæt/ and /bet/. The reason is that vowel quality may affect the quality of the consonants. We say that we control other factors that may have influence on the comparing objects. Genre differences in ESL/EFL corpora may be compared to two vowels in this case. Comparing CNS and CNNS with different genre distributions is similar to comparing /p/ and /b/ with two different vowels. Consequently, we cannot guarantee that the comparisons are performed correctly.

Then, how can we control the genre differences in ESL/EFL research? This issue deserves another paper, but some guidelines may be available. First, a corpus can be constructed from texts of a single genre. This can be done by collecting data with similar topic(s) in a single corpus. Second, if a corpus contains various genres of texts, divide these and make each genre one corpus. Third, if a corpus consists of too many genres, try to distribute each genre evenly. Fourth, if all the options are unavailable, specify the organization of corpus as in Table 1 so that reader can re-interpret the results of research. Those techniques may be helpful to avoid the above problems.

4. Conclusion

This paper shows that genre differences can affect the results of ESL/EFL research using corpus data, because they have influence on the choices of word(s) and word combination(s). We also discussed why they are important in the corpus design for ESL/EFL research and how we can solve the problems posed by genre effects. It is desirable to make use of advanced corpus technology in ESL/EFL research. But it is necessary to understand the characteristics of corpus itself and properly use them in our research.

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Open Forum

Bakhtin's Ghost Exists: The Proof!

David Kellogg
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Here is a simple teacher, presenting a simple truism (that is, something that's too general to be really true) about intonation.

T: Look.   (Writes on the blackboard: ".".   "?"
T: Up, or down?   (Points to the full stop.)
Ss: DOWN!
T: Right. And what about this? (Points to the question mark.)
Ss: UP!!!!!

And, even though the class is talking about language and not simply using it, nobody notices that in this very short dialogue there are TWO exceptions to the truism. Both questions, in fact, end with a "DOWN" intonation and not an "UP" one.

So here is a more complex truism (but it is still too general to be always true).

T: Look.   (Writes on the blackboard: ".".   "?"
T: Up, or down?   (Points to the full stop.)
Ss: DOWN!
T: Right. And what about this? (Points to the question mark.)
Ss: Sometimes up and sometimes down!
T: Right. (draws a kind of tree under the question mark, like this) And when is it UP? Yes/no questions or wh-questions?
Ss: Yes-no questions!
T: Is that right?
Ss: Yes!
T: When is it down?
Ss: Wh-questions!
T: What did you say?
Ss: Wh-questions!
T: What did you say?
Ss: Wh-questions!
...
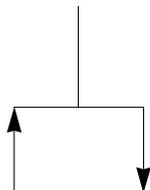
And so on, until the students eventually hear that the wh-question the teacher is using is not a "down" intonation at all, but sounds instead exactly like "뭐라고?" or "응?" And then, perhaps, they will realize two truths about English intonation and pronunciation.

The first simple truth is that wh-questions which ask for OLD information to be repeated ("What?" "Where did you say you lived?" "Huh?") go UP, just as they do in Korean. But that particular truth isn't very important. Intonation is a kind of verbal gesture, and gestures, although they are very meaningful, are also quite personal, and you are really entitled to have your own kinds of intonation in English.

The second simple truth is not so trivial, and if truth be known, it's not so simple either. It's this: language is really much more complex than any set of rules than we can ever devise to describe it, and that even includes apparently simple systems like intonation, where the voice is either going up or down.

The Soviet literary critic M.M. Bakhtin understood this very well, and it's one of the reasons why he's one of those authors that everybody praises and nobody can really bear to read.

According to Bakhtin, in the very beginning there was no beginning. There was never one word; there were always at least two. There was never one voice, there were always at least two. Every single utterance is not really single at all, but spoken in response to some utterance, and spoken in advance of another. All language is dialogic.

Now, you might think that written language is the great exception. But it isn't. Let's take a very simple text, written by a child:

"My name is Seong Eun-gyeong. There are three Seongs in my family: my father, my little sister, and me. My mother' name is Jeong. My name means "Kind Capital", and my little sister's name means "Good Capital." They are almost the same! Why? I don't know! We're very different!"

If you listen very hard, you can hear ghostly little questions between the sentences. Like this:

My name is Seong Eun-gyeong. (Ghost: "Tell me about your family, Eungyeong.") There are three Seongs in my family: my father, my little sister, and me. (Ghost: "What about your mother, Eun-gyeong?") My mother's name is Jeong.

These "ghost questions" are actually what help the child keep writing. In fact, you and I are the ghost's voice. Or rather, Eun-gyeong's ability to imagine us is the ghost in the machine of Eun-gyeong's writing.

Eun-gyeong imagines that we are reading what she is writing. She imagines after each sentence what we will want to know next. By imagining our ghostly little questions, she knows what the earlier voice was, and what the next voice is. By answering them the links between the sentences are created, and the text becomes coherent.

Let's see how real this ghost is. The ghost continues: (Ghost: "Tell me about your given names, Eun-gyeong!") My name means "Kind Capital," and my little sister's name means "Good Capital." (Ghost: "What's the difference?") They are almost the same! Why? I don't know! We're very different

Now here's my question: Why "why?" That is, why does Eungyeong's "why?" go UP and not DOWN? It's a wh-question. And it's asking for NEW information. And wh-questions which ask for NEW information are supposed to go DOWN and not UP.

And yet you can see from the pitch graph below that, at least when a native speaker of English says the question, it DOES go UP, and not down.
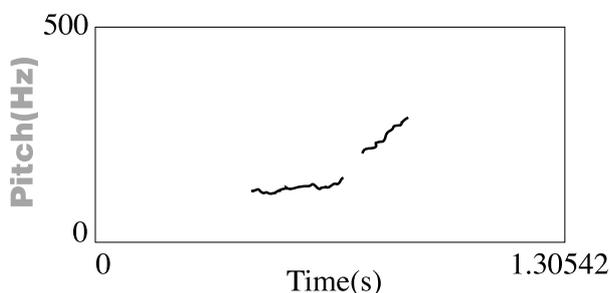
why?

Here is almost photographic proof that the ghost exists. Because the "why" goes UP instead of going DOWN, I think we can see that there is, in truth, a ghost asking questions in the mind of the writer. The writer is writing in response to the ghost's questions. And so it is that the writer's rhetorical question "why?" has the UP intonation that you use when you repeat somebody's question.

A: I feel terrible.
B: Why?
A: Why? I'll tell you why! Because I LOVE YOU! And you're ignoring me!

Vygotsky says that all higher cognitive processes are constructed in a "zone of proximal development." This zone is at first inter-personal and social, and only later intra-personal and psychological (Vygotsky, 1978). In the beginning there are voices outside us. Then they become voices within us. And finally, these are verbal thoughts.

It's a little hard to see how this can happen in "non-interactive" situations, like reading, or writing, or taking dictation. At first glance, it seems that there's not enough proximity for a "zone of proximal development" and for comprehension skills to develop.

But Bakhtin explains how this might happen through an act of writerly empathy--by the writer imagining a stream of ghostly questions from an imaginary reader and doing his/her best to answer them. What was social becomes psychological. Spoken voices create verbal thought.

And it doesn't stop there. Verbal thoughts become what one of my graduate students called "intra-personal cohesion." that is, the imaginary worlds that make us write. With the help of the ghost in the machine, the writer puts them on paper. And what was intra-personal becomes inter-personal again.

But sometimes the writer fails our learners, and the teacher steps in. In a sense, teaching any text is giving voice to those ghostly questions, and converting what was a silent dialogue between the author and the reader to a real discussion between teacher and learners. What was psychological becomes social again.

We all know that in the classroom "display questions" are not always display questions. What starts out as a display question may become a genuine information question vicariously asked by the teacher on behalf of the children and end up as a real question, whose answer will astonish both parties. If there's an answer!

T: How's the weather?
Ss: It's sunny.
T: Is it? Look at the picture!
Ss: It's cloudy.
T: Is it? Look out the window. It's yellow!
Ss: It's...sand....
T: That's right! It's sandy! It must be Seoul!

Of course the teacher can fail too. The teacher's powers of empathy fail, purely mechanical questions usurp the floor, imagination fails, and the well oiled lesson plan or the machinery of routine will take over.

T: How are you all today?
Ss: Fine, thank you and you?
T: Open your books to page 21.

But sooner or later Bakhtin's ghost will come back to haunt us, and the voice of the learner, ignored or silenced, will reappear in the imagination of the teacher, just as surely as the voice of the reader appears in the mind of the writer.

T: How are you all today?
Ss: Fine, thank you, and you?
T: Terrible!
Ss: Why?
T: Why? I'll tell you why! Because.....

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Teaching Ideas

The Pinwheel-A Design for Efficient In-Class Contact

Peter Edwards
(Keimyung Univ.)

I firmly believe that everybody I meet knows something interesting and valuable that I don't yet know. Similarly, I believe that the collective knowledge in any classroom of students is much higher than most people in that room realize. Tapping into that hidden resource and spreading its wealth can benefit students and teachers alike.

At all levels, the communicative, learner-centered, ESL or EFL classroom presents the challenge of how to keep students moving through a variety of useful activities while keeping teacher-talking time at a minimum. Small group work can yield fine results but students sometimes become bored repeating the same things to the same people. Sometimes pockets of friends stay locked together, and a sense of class unity and identity never develops. Often, even after weeks in the same classroom, many students have not gotten to know all of their classmates, and so the class's aggregate knowledge and experience stagnates instead of flowing through every student.

So much of what teachers often teach is already known by two or three students in the class, or could be discovered by others with the chance to talk it out amongst themselves. Such opportunities give students a sense of pride in accomplishment and confidence in their autonomy while increasing student cooperation and talking time in class. In my classrooms I try to find efficient tools to move the students around so that every day each gets the benefit of working and sharing with as many of their classmates as possible.

The Pinwheel is an attempt at efficient student group switching aimed at increasing students' contact with each other. It evolved out of much trial and error and a childhood memory of baseball games after which we kids had to shake hands with every player on both teams as quickly as possible. I imagine that from above the circling baseball caps looked something like a pinwheel turning in the wind. Some version of the Pinwheel pops up in every class I teach.

The Basics

Here's how I explain the Pinwheel to a new class. The students will first need to shuffle their chairs or desks around but then will sit in small groups. The teacher may need to demonstrate with one group.

1. "Please, form groups of three. Small circles with three people facing each other."
   • Often you will need one or two groups of four, but avoid more than that and no pairs.

2. "Please, stay in your groups but now form one big circle in the class."
   • Ellipses and even rectangles are fine but avoid having groups inside or outside the shape. This will take a little doing, but hopefully you will end up with something even as inexact as this in a class of 20:
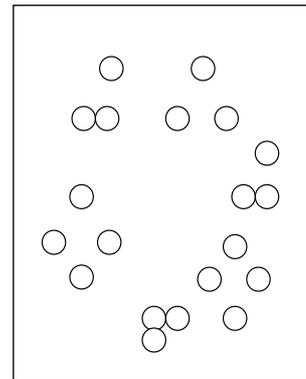
   • I usually draw this on the board and leave it up as I continue to explain that each member of each group will be given a number that they will keep for that day's class. I add numbers and draw arrows on the board to make everything as clear as possible and leave it up as a reference.

3. "Please look at your new group members. Which of you has the shortest hair? The people with the shortest hair in each group please stand up. People with the shortest hair, you are #1 today. All day today you will be #1."
   • In co-ed groups this person will often be male but that is not necessarily problematic. Emphasize that each person keeps their number all day because problems will arise if students change their numbers when they change groups.

   "#1, with your left hand, please point to the person to your left side. This person is #2. #1 sit down and #2 stand up, please."

   • Repeat this with #3s and don't forget the one or two #4s.

• Now is a good time to pause for introductions or another activity.

"#1, please introduce yourself to your group members."

• Allow enough time for group members to get acquainted so they can return to these original groups easily if need be.

4. "Now that you know your group members, you are going to move to a new group. But first…"
• Draw this diagram in stages, asking the class for the name of the direction in which a clock moves, which numbers are odd…etc.

Counter Clockwise wise
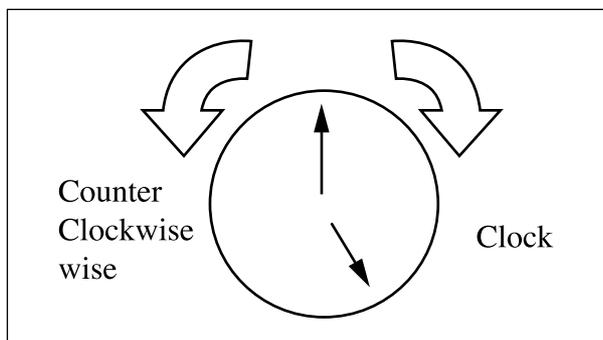
Clock

5. "#1s stand up again, please! You are an odd number so you will switch from this group to the next group in a counterclockwise direction. #1s will always switch groups in this direction. #2s you will always switch in a clockwise direction…"

• Do this as slowly and clearly and repeatedly as necessary until everybody understands. Remember: in order to have completely new groups (of three) one odd and one even numbered person must switch groups. If #1 and #3 both move (counterclockwise) they will end up in the same group. Keep these guidelines consistent throughout the course. Practice by yourself before class!
• Students may think the Pinwheel is difficult at first because of the amount of movement but actually each person only has to remember their number and the corresponding direction in which they switch. And these do not change. Also remember that when only #1 and #2 switch, #3 never moves, and in groups of four #3 and #4 will stay together, so try moving #4 separately once in a while. There are other quirks of the Pinwheel that pop up with use, but these basics will allow you to apply it in many classroom situations.

Applications

After the students have gotten the hang of the Pinwheels' movement, the teacher doesn't have to say very much to create new groups. I usually just say "Groups!" and then students know how to make groups of 3 or 4 in one big circle. When I say "1 and 2 switch!" after a brief frenzy, all new groups begin working together. Decide beforehand if students should bring their books with them or leave them under their desks. Two or three class periods are usually enough for even the most "challenged" classes to be

switching smoothly with just a couple of words from their teacher.

Language students often have a crippling fear of making mistakes that lowers their willingness to communicate in English even in front of their peers. Frequent Pinwheel switching throughout an activity allows students to pick up words and grammar forms in one group and then repeat them confidently in the next group after exiting with new knowledge. Students learn primarily from each other and through repetition instead of from the centralized source of all knowledge and wisdom… the teacher.

During free talking time I may guide conversation by saying things like:

• "#1 explain what you did last weekend. #2 and #3 ask 'further information' questions."
• "#2 explain what you talked about in your previous group."
• "#3 change the topic to anything you want."

Or with role-play:

• "#1 you are the wife, #2 you are the husband. #3 you are the husband's mother. The wife has just cooked her first dinner. Go!"

Beginning classes simply work with appropriate levels of material. After switching, activities or scenarios can be repeated without boredom. People usually like to repeat themselves as long as new ears are listening. Switching often gives topics extended life and allows students valuable repetition of grammar forms and vocabulary, but always with new audiences. The Pinwheel can also generate activity items efficiently. For example, if each student creates one "**have you ever**…" question, after just two switches [one switch being both #1 and #2 moving] every group will have a collection of more than a dozen questions for each member to answer.

At any time I may call for a switch, depending on the flow of the energy for a particular activity. Time periods between switches is up to the teacher [or student class leader], but I have found that students often limit their conversation to the amount of time, they think they will have for it. Therefore, I often try to catch them off guard and make the communication situations less contrived. Often after some uncomfortable pauses and glances toward the teacher, the best conversations emerge. Conversely, calling for a switch in the middle of heated talk often carries that energy into the new groups. Students seem to enjoy the variety of meeting all their classmates, especially because they usually can't predict whom they will bump into next. All the movement also helps wake up the sleepy students.

For more focused activities, often I will pass out a worksheet to the class from which I expect most individual students to only understand around 50 percent or less. However, in their groups of 3 each individual has the benefit of two other minds. After one pinwheel switch each individual benefits from a total of 8 other minds. One more switch and the benefit jumps to 14 extra minds that every

student can use to help solve the worksheet problems. Most of the time, after just a couple of switches all of the students have filled in more than 90 percent of the worksheet correctly without ever asking for my help. They are also practicing questioning, answering, explaining, and other communication skills.

I use the Pinwheel for short presentations as well. Students present in front of just two or three others but they do so three times instead of just a one-shot-deal. Invariably the second and third presentations are much smoother and more polished than the first anxious attempt. Also many presentations can take place at once instead of just one person talking while many others drift off to sleep. Talking in front of a couple of people is much more likely to happen in the real world anyway, and in a class of 20, a total of 60 presentations can easily take place in under 2 hours. [Remember: groups of 4 will always take extra planning].

As a tool of classroom management the Pinwheel does not suit all activities and certainly will not revolutionize TESOL, but is instead an attempt to squeeze a little more out of the little time second language teachers and learners have for a monumental task. My colleagues, who have explored and expanded the uses of this tool, find it applicable in many situations including composition peer editing and literature discussion groups. I would greatly appreciate any suggestions and comments.

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Special Report 1

KATE 2003 Summer International Conference: "English Language Policy and Curriculum"

Hye-Won Lee, Ph.D.
(Gyeong-in Nat'l Univ. of Education)

The 2003 KATE Summer International Conference, sponsored by the Korea Research Foundation was held from June 26 to June 28 at Chungnam National University with the theme of 'English Language Policy and Curriculum'.

The conference particularly interested and excited me for two major reasons. Firstly, it was one of the major events celebrating the 120th anniversary of the official commencement of Korean ELT. Secondly, the theme of the conference seemed most appropriate, in view of the need for discussion of English language policy and curriculum for upcoming revision of the Korean National Curriculum.

The SIG (Special Interest Group) Workshop, held as a pre-conference event, offered four sessions, including Policy and Curriculum, Testing & Evaluation, ELT Materials, and ELT Research Information. I found the ELT Materials session, which I attended with a view to my keeping up to speed in this area, noteworthy. Key controversial issues relating to ELT materials were explored from diverse perspectives, taking both theoretical and practical considerations into

account. With a good number of participants in attendance, the presenters invited us to examine five selected research papers. These were discussed on the basis of our common interests but also their own specific fields of expertise: a materials writer, an editor, a user (teacher), a teacher trainer and a researcher.

The main conference was organized for the following two days with key note speeches from seven prominent invited scholars, concurrent presentation sessions under eleven sub-themes, and a forum entitled 'Directions in English Curriculum and its Implications'.

Addressing the conference theme, the plenary speakers discussed various aspects of language policy and curriculum. David Nunan (Univ. of Hong Kong) revisited the concept of language learning tasks and suggested pedagogical tasks to be implemented as the major component in curriculum development. By illustrating the periodic changes in the recent history of Australian language policy, David Ingram (Griffith Univ.) presented how Australian language policy has been adopted in order to accommodate its unique multilingual and multicultural situation. It was an excellent example of the whole process of curriculum development that involves continuous implementation, evaluation, and

revision within the context concerned.

Elaine Horwitz (Univ. of Texas at Austin) shed light on psychological aspects new language teachers go through and argued that a teacher's personal journey including aspects such as teacher's confidence, language anxiety, and pedagogical beliefs should be examined as a necessary component of being an innovative teacher. This suggested understanding this journey as an important component in teacher preparation programs, together with theoretical knowledge and practical skills.

The invited speakers on the third day: Steven Ross (Gwansei Gakuin Univ.), Richard Day (Univ. of Hawaii), Jhen'ai Zhang (Yanbian Univ.) and David McMurray (Intl Univ. of Kagoshima) presented research data and discussed their own specialisms.

The concurrent sessions were held in the afternoon of each day, offering a wide range of choices to the delegates. Alongside the various positive aspects of the presentations, what impressed me most were the nature of the studies and discussions. The studies were diverse in both topic and scope. Some studies reflected debates discussed in international literature while some were directed towards Korean context-specific issues. Some presenters' presentation skills were excellent as they delivered clear messages by illustrating good samples of research data. There were also inspiring and challenging questions from the audiences and some of these seemed to initiate crucial debate for further discussion.

What is more, there were increased numbers of overseas voluntary presenters who came to share their research interests. Their participation seemed to represent the dynamic academic activity of Korean ELT professional and international recognition of KATE as a prestigious convention in the field.

Apart from the academic side of the conference, the accommodation was convenient but inexpensive due to the special rate given to the conference attendees. The reception held on the first evening, especially the Korean drum dance, was exciting and entertaining. Having finished my own presentation, I could enjoy the reception even more.

Just as no academic or research activities are perfect, we did experience some minor problems, these being either administrative or technical. The forum seemed to me to be one of these. This could have been more productive, highlighting the research evidence reported and debating over the 7th curriculum-relating issues in a more constructive way.

Overall, my second experience of the KATE Summer International Conference was certainly a stimulating one and provided me with an invaluable exchanging and networking opportunity in the research community. This was thanks to those who made the conference successful: the executive board, the conference committee, voluntary organizers, presenters, and delegates specifically.

I firmly believe that we will all continue to make strides in advancing our ELT profession and further researchers and practitioners alike need to participate alongside us in achieving our common goals.

Special **R**eport 2

The First KATE-YBU Conference: "Exploring and Expanding Our Horizons"

Byungmin Lee, Ph.D.
(Seoul National University)

The first KATE-YBU conference on English Language Education was held in Yanji (延吉), China, on August 9th, 2003 and in the end it was a great success. The joint conference had been planned almost one year ago, when Professor Kwon took over as president of KATE, and preparations had gone through many ups and downs. Indeed, this was the first event of its kind in KATE's 50-year history. It allowed us to open up new avenues of friendship with Yanbian University and enhanced the solidarity of KATE because three former KATE presidents, one former vice-president, and three representatives from associated companies came together for the conference.

Prior to the conference, the 22 participants from KATE took a two-day trip to the surrounding areas, the Northeastern part of China, Changchun (長春), the capital of Jinlin (吉林省), and the Mt. Baekdu range. After a trip of almost one day to get to Yanbian via Changchun, we began the second day around 5:30 in the morning, in order to stop by Mt. Baekdu and then come back to Yanbian on the same day for the conference the next day. After passing through a few historical sites by bus, for example, Il-song-jeong (One-Pine-Tree that looks like a bower on top of a small hill), we arrived at the foot of Mt. Baekdu. On the way to the Baekdu region, the guide kept saying that she was not confident as to whether we would be able to see Chunji (天地, the Heavenly Lake atop Mt. Baekdu), because it was cloudy and drizzling. She told us there was little chance that we would see the lake, because nobody had seen it prior to our group that morning.

However, since President Kwon had visited the mountain before, he knew that it would be better to change the set itinerary, seeing Jangbaek Waterfall (長白瀑布) first and then going up to Chunji. We thought this a rather clever strategy to increase our possibilities of seeing Chunji, and the misty weather was nice enough to fully appreciate the Jangbaek Waterfall, and on the way rocky landscapes, complimented by various waterfalls hidden in the valley and the vivid blue sky, gave the sacred mountain range a uniquely mysterious ambience. Quite different from what I am used to seeing!

We got to the top of the mountain after about 10-minute tough drive with great expectations. However, the mysterious lake was still shrouded with mist and cloud. But then, for just a minute or two, the wind swept away the cloud cover and revealed the great mystic beauty to us. "Look!" we all yelled, "Look at the lake!" The sight took away whatever breath we had left after the arduous climb--a moment that I will never forget. Some joked that if one is given an opportunity to see the lake, it's thanks to at least three generations of their ancestors' hidden virtues. Whatever the reason , the trip would not have been the same without this fleeting glimpse of Chunji.

On the third day, we had the first joint conference between KATE and Yanbain University. The conference was much more than a great success. There were a total of 13 presentations, 3 plenary and 10 concurrent, from KATE and YBU. The topics were diverse enough, ranging from a general overview of Chinese and Korean English education to more specific issues and questions of English language education in China and Korea. Some research results were also reported, and a series of hot discussions followed the presentations.

Since KATE planned and prepared the conference in cooperation with Yanbian University, we had friendly coordination and support from the university. Also, the faculty showed real examples of commitment, dedication and interest in the joint conference. The vice-president of Yanbian University, other high-ranking officials and more than 100 English professors, teachers, and students from Yanbian University, Yanbian University of Science and Technology and the surrounding regions attended the opening ceremony and went together all the way to the end of the final session.

As a sign of friendship, not only did KATE donate some middle and high school English textbooks to the university, but also offered to send our journal, *English Teaching*, to the university to boost up and share academic research and pedagogy. Even if the English program of Yanbian University like other parts of China, is very competitive, especially in English proficiency and teaching techniques, it seems to me that they have still room for more academic research and more advanced theories and practice.

One impressive aspect of Chinese English education, as I understand it, is that the English faculty and the students are fluent and confident in using English even if most of them have never been to or studied in English speaking countries. This aspect and its underlying reasons were discussed after Prof. Han, Qiang's presentation. Even so, we couldn't come to an agreement as to all the facets of this question; I think it is a still open question that bears examination from different

perspectives. Overall Korea seems to be more competitive and leans towards theories and pure academism even in English education, whereas China is more interested in practical aspects of English teaching and communication skills. If we can combine these two aspects of English education between the two countries, I believe that we can come up with better ideas and solutions that would be both academically unique and practically more applicable to our EFL learning contexts.

After finishing the almost 10-hour brain refreshments of presentation, questions, and discussion, most of the participants were not too exhausted to move to a Chinese restaurant near the campus. There we enjoyed talking as well as a great banquet served by the university. Because of

our tight flight schedule, however, we left Yanji around 11:00 p.m. for Shenyang (瀋陽), the capital of Liaoning (遼寧省), which was about a one hour flight from Yanji, leaving copious memories, friendship, and hospitality behind. But I think our two groups explored much common ground and exchanged and found common goals for the future. So I think this conference made a significant contribution and laid a stepping stone for the further development of ties between our two groups.

In closing, I'd like to send my heartfelt thanks to all the participants from both KATE and the professors and students of YBU. Without their help and interest, our meeting would have been impossible.

Teachers' Voices

A Letter from an English Teacher

이경림
(풍문여고 영어교사)

창 밖으로 보이는 운동장과, 붉은 빛깔로 물든 나뭇잎이 새삼 가을 문턱을 들어서는 9월을 느끼게 합니다. 고등학교에서 영어를 가르친지도 벌써 10년이 한참 넘었는데도 여전히 자신이 없고, 잘 모르겠다는 생각이 들뿐입니다. 그래서 공부를 마친 지 10년이 넘은 이때 다시 공부를 시작하게 되었습니다. 교사들에게 실시하는 많은 연수들이 있지만 단발로 끝나는 경우가 대부분이고, 실제의 적용을 위한 연수라고는 하지만 현재의 대학입시 평가 방식에는 적용할 수 없는 경우가 대부분이어서 답답함을 많이 느꼈습니다. 교육청에서 실시하는 교사들의

회화능력 향상 연수를 받았는데, 우리 교사들은 그런 게 임위주의 회화 시간이 즐거웠지만 막상 학생들에게 수업 시간에 적용하려면 가끔 졸릴 때나 사용할 수 있는 경우가 많았습니다. 수많은 해외 연수의 기회도 있다고는 하지만 소수의 사람들이 혜택 받는 일이고, 이 곳에 직장과 가정이 있는 사람들이 쉽게 떠날 수 있는 일도 아니었습니다. 그래서 이렇게 늦은 나이에 박사과정을 다니게 되었고, 석사과정을 마친지 10년 동안 새롭고 많은 연구 결과들은 오랜 영어 교사 생활에 많은 자극이 되었습니다. 그렇지만 여전히 박사과정에 3학기 째 다니면서 또

다시 문제를 느끼는 것은 새롭게 익힌 여러 이론을 학교의 현장에 적용할 때의 막막함입니다.

지난 학기에 수강했던 듣기세미나 수업에서, 듣기 연습엔 실제 자료를 들려주는 것이 좋다고 배웠지만 저는 여전히 대학입시를 위한 문제집에 나오는 듣기 문제를 수없이 들려주고 있고, 문제의 답을 쉽게 얻는 방법만을 가르치고 있다는 생각을 떨칠 수 없습니다. 듣기 평가의 문제에도 지금까지 대부분의 일선 고등학교에서 수학능력평가 식의 다지 선다형 문제만을 내는 것을 지양하고 단답식과 주관식 문제를 줘야 한다고 배운 평가세미나 시간의 내용을 적용하려 해도 학생들이 이런 문제에 익숙지 않고 또 점수가 나빠지면 학생들의 내신 성적에 불리한 결과를 갖고 오게 될까봐 선뜻 도입하지 못하고 있다는 것이 너무 무기력하게 느껴집니다. 그나마 위안이 되는 것은 고등학교 3학년 수업이긴 하지만 영어수업을 듣기로 시작하는 것이 좋다는 것을 적용하고 있다는 것입니다. 확실히 바로 영어지문으로 해석을 시키는 독해 문제 풀이부터 시작하는 수업보다는 학생들에게 영어듣기에 대한 집중도를 높여주고 반응이 훨씬 좋다는 것을 확인하고 있습니다. 예전에는 독해 수업을 주로 하고 듣기 수업을 한시간에 몰아서 했었는데 듣기에는 집중력이 많이 필요해서 그런지 학생들이 지겨워하고 수업시간이 짜임새 있고 효율적으로 진행되지 않았습니다.

읽기 수업에서도 상향식과 하향식의 독해 방법을 적절히 사용하려고 애쓰고 있습니다. 요즘 수학능력시험이 주로 상향식의 방법을 사용하는 경향이 있는데, 이는 주로 자세한 문법이나 한가지의 단어 내지 관용적 표현을 묻는 문제가 줄어든 반면—30대 이상은 이런 문제가 익숙하죠, 학력고사에서 주로 나온 문항들이니까요—요즘의 수학능력시험은 요지 찾기, 주제 찾기, 필자의 의도 찾기 등이 주류를 이룹니다. 그런데도 많은 선생님들의 수업은 문법과 단어 및 관용어구에 집중되고 있고 제 수업도 별반 다르지 않습니다. 이왕이면 지문을 읽은 뒤에 전체적인 뜻이 무엇인가를 물으려고 하고 학생위주의 수업으로 진행해 나가려고 하지만 저도 제 중 고등학교 시절의 선생님들의 수업을 어느새 닮아버렸다는 사실을 인정하지 않을 수 없습니다. 동료와의 협력학습을 고무시켜야 하는 교사의 역할도 기억은 하고 있지만 수업시간에 잡담을 하거나 딴 짓을 하는 학생들을 못하게 해야 하는 수고를 두려워하여 전체적인 교사위주의 수업을 진행합니다. 많이 반성해야 할 일이지만 학생들에게도 그 부분의 책임을 좀 전가시킨다면 우리가 학교에 다닐 때와는 다르게 요즘 학생들은 집중력이 많이 떨어지고 수업시간에 지켜야 할 예의에 관해서도 신경을 안 쓰는 경향이 있습니다. 학급당 학생 수는 우리가 고등학생일 때와 처음 교사생활을 시작했을 때 보다 훨씬 적지만 교사의 수고는 그렇게 많이 줄어든 것 같지 않다는 생각이 듭니다.

평가에 대해서는 더욱 할 말이 많습니다. 대학원 수업에서 들은 평가란 시험문제를 내기 전에 시험을 볼 내용 타당도를 검증하고, 구인 타당도도 적당한가 뿐만 아니라 함께 출제한 교사와 시험의 명세서(spec)에 대한 많은 준비를 하고 시험을 실시해야 한다고 배웠지만, 실제로 고등학교 영어시험에 있어 이런 부분에 대한 신경은 조금 덜 쓰고 있는 것이 사실입니다. 대학 입시를 위한 내신 성적을 위해 학생들의 평균 성적에 더 많이 신경을 쓰고 있고, 성적이 낮은 학생들 때문에 평균이 낮아 질까봐—대략 학교에서는 75점의 평균을 요구하고 있습니다—문제의 난이도를 될 수 있으면 낮게, 쉽게 출제해야 합니다. 심지어 얼마 전 까지 어떤 학교들은 평균 성적이 90점을 상회하게 만든 학교도 있다고 들었습니다. 그래서 학생들이 찾아와서 제게 이런 불평을 합니다. "우리학교 시험 문제만 어려워서 저희는 '수'를 받지 못해

대학 입시에 상대적으로 불리해요." 이런 말을 듣고 난 후엔 고민하지 않을 수 없습니다. 사실 지금도 예전에 비하면 훨씬 쉽게 출제하는 데도 불구하고 이런 항의를 받게 되니까 말입니다. 수행 평가의 필요성에 대해서도 충분히 배웠지만, 실제로 고등학교 3학년에게 수행평가를 실시한다는 것은 거의 현실적이지 못한 일이고 다양한 평가 방법을 통해서 평가해야 한다는 것을 알지만 15과목 이상을 공부하는 학생들에게 너무 큰 부담이 되는 일이어서 선뜻 숙제를 부과하기가 걱정이 되는 경우도 많습니다. 사회과목과 과학 과목, 국어 과목들에서 너무 많은 수행평가 과제를 부여하고 있는 사실을 잘 알기 때문에 더욱 더 그렇습니다. 차라리 저희들 예전에 학교 다닐 때처럼 이런 저런 다양한 평가 방법이 없을 때가 훨씬 대학 가기가 쉽다는 생각이 들 정도이고, 대부분 인터넷에서 베껴내서 공부에 도움 안 되는 수많은 숙제에 시달리고 있는 제자들이 안쓰럽기까지 합니다. 아마 저도 이미 학부형이 된 입장에서 그런 느낌이 더 드는 것 같고요. 게다가 수행평가의 점수 부여가 수행평가를 더욱 유명무실하게 만듭니다. 좀 전에 언급한 평균점수를 보기 좋게 75점에 맞추려면 불성실한 학생들의 경우 수행평가 숙제를 내지 않음에도 불구하고 0점 처리를 할 수 없게 됩니다. 결국 아주 열심히 해 온 학생과 숙제를 내지 않은 학생의 점수 차이가 때론 3점 밖에 되지 않을 경우도 있습니다. 그래서 결론적으로 저는 고등학교 3학년을 가르친다는 명목 하에 수행평가를 시험지의 주관식으로 대체하고 있는 부끄러운 실정입니다.

쓰기와 말하기의 수업에 대해서는 오히려 할 말이 없습니다. 차라리 중학교에서는 일기와 편지를 영어로 쓰는 쓰기 수업을 하고 있고, 관용표현(formulaic speech) 정도라도 말하기에 대해 합창을 하듯 해서라도 실시하고 있지만 인문계 고등학교는 대학입시를 위한 전초적 기지로 쓰기와 말하기 교육에 대해 전무하다는 생각이 들 정도입니다.대학입시 영어 시험에는 진정한 의미의 쓰기와 말하기의 평가가 없으니까요. 당연하게도 수업시간에 쓰기와 말하기에 대해 신경을 덜 쓰게 됩니다. 몇 명의 학생을 위한 또는 외국어 고등학교 학생을 위한 쓰기 말하기 대회의 수준은 어느 정도 높지만 대부분의 고등학생들은 영어로 쓰기, 말하기에 대해 얼마나 자신감이 있을지 영어교사로서 책임감을 느끼지 않을 수 없습니다. 내년부터 우리 학교는 영어 회화 과목을 신설할 예정인데, 어떤 평가 기준으로 어떻게 평가를 할 지가 지금부터 막막합니다.

벌써 중급(intermediate level)에 오른 고등학생들에게 더 양질의 수업을 해야 하고 이 중급의 시기가 대학에 가서도 또는 직장을 가져서도 고급영어를 할 수 있게 되는 좋은 시기인데놓치고 있는 것이 아닐까 하고 조바심이 나기도 합니다. 하지만 많은 교사들이 이런 문제들을 각자 심각하게 느끼고 있을 것이고, 저도 그 중의 한 사람으로 고민하고 또 길을 모색하기 위해 박사과정을 선택했고, 될 수 있으면 많은 연구들을 공부하려고 노력하고 있다는 것이 그나마 위안이 되는 것은 너무 작은 자위일까요? 너무 많은 하소연을 한 것은 아닌지 모르겠습니다. 건강 조심하시고 안녕히 계십시오.

가을의 문턱에서
이경림 드림

Call for Essays

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한국영어교육학회 회원님들께

　우선 한국영어교육학회에 대한 회원님들의 관심과 협조에 감사드립니다. 한국영어교육학회에서는 최근 영어교육에 대한 관심과 열정이 고조되고 있는 가운데 효과적인 영어학습방법에 관한 에세이를 출판해 보기로 하였습니다. 영어학습에 관한 학생들의 바른 이해와 방향 설정을 돕자는 취지에서 회원님들의 영어학습체험기를 다음과 같은 집필계획에 따라 모집하고자 하오니 관심있는 분은 순천대학교 사범대학 이화자교수(Lhj@sunchon.ac.kr)에게 300자 이내의 간단한 집필계획서를 11월 10일까지 보내 주시기 바랍니다.

제목: 한국 영어교육학자들의 나의 영어학습 체험기(가칭)

1부
　나의 영어학습 체험기
　　-본인의 체험을 바탕으로
2부
　효율적인 영어학습전략 제안서
　　-이론적 배경과 체험을 바탕으로
3부
　우리나라 영어교육의 현실에 대한 단상
　　-공교육
　　-사교육

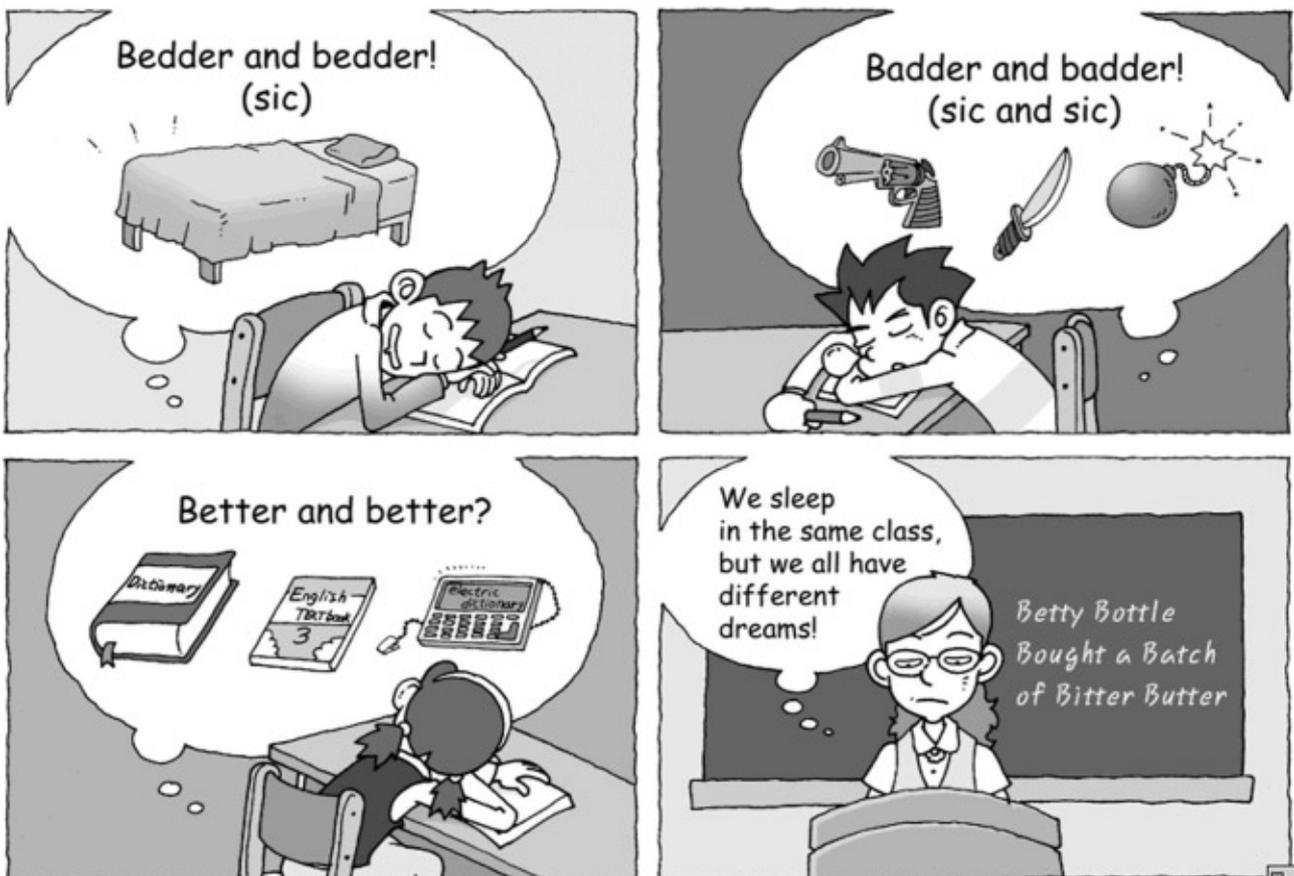원고작성자: 30명 내외
원고 분량: A4 5-10매 내외
원고 내용: 위의 소제목을 주제로 하여 각자 적절한
　　　　　개별 제목을 정하고 작성한다 (제시된 주제
　　　　　이외에도 집필자가 새로운 주제를 제시할 수
　　　　　도 있다).
원고마감: 1월 31일
편집마감: 3월 31일　인쇄: 5월 30일

Cartoon "Better and Better?" by Seok-hyeon Go

Book **R**eview

McKay, S. (2002).
Teaching English as an International Language

Kyutae Jung, Ph.D.
(Hannam University)

Teaching English as an International Language enumerates the arguments that relate to the teaching and learning English as an international language (hereafter EIL). In the introduction of the volume, the author says "…the central argument of this book is that the teaching and learning English as an international language must be based on an entirely different set of assumptions than the teaching and learning of any other second or foreign language" (p. 1).

In Chapter 1 ("English as an International Language"), McKay first defines international language as "the language of wider communication" (p. 5). That is, to be an international language the language should be spoken by a large number of native speakers of other languages. To show the demographic profile of the English-using community, McKay used the statistics given by Crystal (1997) and Kachru (1997). McKay devotes part of this chapter to redefine the features of EIL originally proposed by Smith (1976) who argues that the goal of learning EIL is not to internalize the cultural norms of native speakers of English; rather it is to enable them to express their own culture in EIL. The only difference between McKay and Smith is whether English is now "re-nationalized" or "de-nationalized." The two extremes, however, are the two sides of the same coin. That is, English in India, Singapore, and Nigeria is re-nationalized because it gained its unique identity that differs from the USA's or England's. At the same time, it is de-nationalized because, as an EIL, English is not a language of specific countries anymore.

In Chapter 2 ("Bilingual Users of English") the term "bilingual users of English" means speakers "who use English as a second language alongside one or more other languages they speak" (p. 27). The traditional concept of the native speaker model is also challenged. McKay argues that the goal of English learning is not to achieve native-like competence but to achieve the competence that is suitable for the individual learner's specific uses of English within their particular speech community. The chapter also introduces the strengths of bilingual teachers who share the cultures of their students.

In Chapter 3 ("Standards for English as an International Language"), McKay introduces the distinctive linguistic features shown in the varieties of English. The lexical, phonological, and syntactic variations of each variety are briefly introduced. The question of the intelligibility and standards of EIL is also addressed in this chapter. "Unifying norms," McKay argues," are needed if English is to serve purposes of wider communication (p. 53)." Kachru, in contrast, holds that variant norms can be equally legitimate, and therefore rejects the idea of a unifying standard. It might be argued that McKay's position, unlike Kachru's, suggests the deficiency or even illegitimacy of local, non-EIL varieties. McKay would argue that variation from a "unifying norm" inhibits intelligibility and defeats the purpose of an EIL. At issue is really whether EIL is to be used alongside or instead of local varieties. In the chapter McKay also restates the standards of English in pragmatic and rhetorical terms.

In the fourth chapter ("Culture in Teaching English as an International Language"), McKay explores the role of culture in the teaching of EIL. She first defines culture as "the knowledge people have learned as members of their social groups" (p.100). She argues that the cultural materials for language classes should be selected based on the cultural backgrounds of the students and teachers. McKay introduces three principles for using cultural materials in the language classroom. First, materials should be used in a way such that students are encouraged to reflect on their own culture. Second, the differences among cultures should be emphasized, and finally the cultural content should be critically examined before selection.

In Chapter 5 ("Teaching Methods and English as an International Language") McKay discusses the old arguments on the differences between the East and the West in learning. She warns that generalizing about eastern and western culture "lead[s] to simple dichotomies and stereotyping" (p.121). With respect to the communicative language teaching model, McKay argues that it is suitable for western cultures of learning, but not for eastern ones. In this chapter, McKay argues that no single method or approach can meet all learning contexts of EIL today.

McKay's book also provides the lists of articles and books not only in the bibliography but also in further reading sections of each chapter, that provide valuable sources in the study of the global profile of English. I also recommend Kachru (2002) *World Englishes 2000* for anyone who wants to study the various aspects of English in the 21st century.

References

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KATE NEWS

Reports from the Council

General Affairs

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Changes in Membership Fees

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.

Publications

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

Contributions by e-mail

Contributors are advised to use MS WORD for their submissions, and submit them electronically to the editor-in-chief (Prof. Won-Key LEE: wkl@snue.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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KATE 2004 International Conference

Taeduck Hyun, Vice President
hyun@andong.ac.kr

The KATE Annual International Conference is a key event in the English teaching and research calendar in Korea. By providing access to distinguished experts in the field of TEFL, and by offering varied opportunities for discussion and sharing of ideas, the conference enables its members and visiting English language teaching professionals to promote the development of and research into the practice and theory of English language education, fostering a sense of collegiality and friendship among the participants.

English Education from Socio-cultural Perspectives

One of the most exciting and challenging insights in English teaching has come from the idea that people may learn languages in more or less the same way that languages develop - in speech communities. If, as the African proverb tells us, "it takes a village to raise a child," then it may take a speech community to teach a language.

This concept has exciting implications for EFL educators, because the classroom, or even the family, can be such a community. It is also challenging, because this approach to language teaching raises doubts about the basic ideas behind two of the most important trends in English teaching to emerge in the last thirty years: the communicative approach and second language acquisition (SLA).

If language really begins and ends with shared contexts, why do we need to base teaching on "communicativist" notions of information gaps, and more recently, information processing 'tasks'? If language occurs between minds and is only partially stored within them, can we really talk of second language "acquisition"?

These problems are not just academic matters for professors. There are issues for every teacher to consider as well. Why do teachers talk about the weather, when they clearly have no intention of doing anything about it? Why do they test what children can do alone, instead of what they can do when they are working in groups or with the teacher?

One way to address these problems is by means of the socio-cultural theory of mind associated with Vygotsky, in which language arises between minds and is only then internalized within them. At the other end of the scale is the "dialogism" of Bakhtin, which considers that even "internalized" language must always have one foot in inter-personal relationships and one foot in the intra-personal.

These are some of the issues we wish to explore at the KATE 2004 International Conference. But in keeping with its theme ("English Education from Socio-cultural Perspectives"), the conference will be a speech community in its own right. We will be inviting major speakers who advocate a socio-cultural perspective, from home and abroad. We will also invite the broadest possible range of papers, from socio-cultural, cognitivist, communicative, and SLA perspectives.

Whoever you are in language teaching, and wherever you stand on the issues, you are invited to attend, and will be most welcome. After all, it takes a community to explore a perspective.

Conference Committee
 • Chair: Hyun, Taeduck (Andong National University),
 E-mail: hyun@andong.ac.kr
 • Program Chair: Lee, Haemoon (Sungkyunkwan University), E-mail: haemoon@dreamwiz.com
 • Proceedings Chairs: Park, Jun-Eon (Soongsil University), Jung, Yungsuk (Dong-a University), E-mail: pjeon@ssu.ac.kr (Dr. Park) ysjung@donga.ac.kr (Dr. Jung)
 • International Affairs Chair: Lee, Dami (Hanyang University), E-mail: leedami@hanyang.ac.kr
 • Publicity Chair & AM Coordinator: Han, Moonsub (Hanyang University), E-mail: mshan@hanyang.ac.kr
 • Registration Chair: Lee, Byungmin (Seoul National University), E-mail: bmlee@snu.ac.kr
 • Treasurer: Shin, Dongil (Sookmyung Women's University), Email: shin@sookmyung.ac.kr
 • Webmaster: Kim, Youngwoo (International Graduate School of English), E-mail: telecosm@hanmail.net

Call for Presentations

KATE 2004 International Conference

English Education from Socio-cultural Perspectives

June 25th-26th, 2004
Seoul, Korea

Deadline of Proposal Submission: January 31st, 2004

The Korea Association of Teachers of English calls for presentations for its annual international conference to be held in Seoul, Korea from Friday, June 25th to Saturday, June 26th, 2004. The content areas include Acquisition, Curriculum/Materials, Evaluation/Testing, Methodology, Policy, and Teacher Training. Other content areas concerning English language education will be enthusiastically considered as well. Proposals for presentations are, however, accepted at the discretion of the conference chair.

There are four possible formats for presentations: talk (25 minutes+10 minutes Q & A), workshop (40 minutes+10 minutes Q & A), panel discussion (90 minutes) or poster (3 hours). The talk session is a presenter-centered lecture in which ideas or research results are presented and audience questions are invited. The workshop session comprises a demonstration-based presentation where teaching ideas are demonstrated by the presenter and practiced by the audience. The panel discussion allows different people to present their views on a topic (60 minutes), after which the discussion is opened up to the audience (30 minutes). The poster session consists of one-to-one communication between the presenter and conference participants by displaying charts, graphs, illustrations and/or summaries conveying information.

Proposals for presentations will be accepted through on-line submissions only: www.kate.or.kr/main/conference/2004/. The deadline of proposal submission for presentations is January 31st, 2004. Presenters from overseas will be provided with free accommodation on a shared-room basis.

Guidelines for Submitting the Presentation Proposal Form

1. Number of Presentations

Speakers can submit one proposal only for a talk, a workshop or a panel discussion. Poster presentations can be proposed singly or with another presentation format.

2. Formats and Length of Presentation

• Talk: A talk should describe ideas or research results you have done in relation to theory and practice in English language teaching. A talk is a presenter-centred lecture and takes 25 minutes plus10 minutes questions and answers.

• Workshop: A workshop should include the presenter's demonstration and active audience participation through experiencing and discussing tasks provided by the presenter. A workshop takes 40 minutes plus 10 minutes questions and answers.

• Panel discussion: A panel discussion allows different people to present their views on a topic in a short space of time, after which the discussion is opened up to the audience. A panel discussion is 90 minutes long. The number of speakers on a panel should be three-five, with at least 30 minutes available for audience participation.

• Poster: A poster session consists of one-to-one communication between the presenter and conference participants by displaying charts, graphs, illustrations and/or summaries conveying information. A poster session is 3 hours long.

3. Equipment

Cassette players, computers including data display devices, OHP, VHS/DVD players, or others can be arranged given sufficient notice. Please request any equipment by May 30th, 2004. Presentation equipment will be provided free of charge.

4. Criteria for Selection

The selection of proposals is made by the Conference Committee using the criteria below.

It should be clear from your summary that:

· you have something new to say or that you plan to shed new light on a topic,

· your session is of practical use for the conference attendants,

· if your session is based on research you should either report on a completed study or on a significant phase that has been completed,

· your presentation is concerning English language education.

5. Notification

We will send an e-mail message confirming your entry once you have submitted your proposal. We will inform you whether your proposal has been accepted for inclusion in the program by February 29th, 2004. Please understand that we reserve the right not to give a reason for non-inclusion in the program. Accepted presenters will be asked to submit a full paper for the conference proceedings by May 30th, 2004.

KATE 2004 International Conference
Presentation Proposal Form

Closing Date: January 31st, 2004

Before filling out this form, please ensure you have read the submission guidelines included in the <u>Call for Presentations</u>. Submissions deviating from the guidelines will not be considered.

Contact Information

1. Name: Family Name [   ]

   Given Name [   ]

2. Specify your work/affiliation.

   [   ]

3. E-mail:

   [   ]

4. Mailing Address

   [   ]

   Country: [   ]

   Postal Code: [   ]

5. Phones: Work Phone [   ]

   Home Phone [   ]

   Mobile PhoneFax [   ]

6. Indicate your present position.

   [1. Instructor/Proofessor at College or University (T)   ▼]

   Others ◎

7. Indicate if you are a KATE member.
   KATEMember: ◎ Yes   ◎ No

Presentation Information

1. Have you ever presented at the KATE Conferences?   ◎ Yes   ◎ No
   If yes, specify how many times.

2. Will this presentation promote currently or soon-to-be commercially produced materials?
   Promotional: ◎ Yes   ◎ No
3. Presentation Title

   [   ]

4. Indicate which learning or teaching context you are targeting.

   Context: [1. College and University (T)   ▼]
        1. College and University (T)
        2. Junior/Senior High School (S)
        3. Elementary School (E)
        4. Conversation/Language School-Hagwon (H)

5. Indicate which interest area you feel your presentation best fits.

Area: | 1.Methodology/Theory ▼ |
  1. Acquisition
  2. Curriculum/Materials
  3. Evaluation/Testing
  4. Methodology
  5. Policy
  6. Teacher Training
  7. Other areas

6. Indicate your presentation format.

Format: | 1. Paper (25 minutes + 10 minutes Q & A) ▼ |
  1. Talk (25 minutes + 10 minutes Q & A)
  2. Workshop (40 minutes + 10 minutes Q & A)
  3. Pannel Discussion (90 minutes)
  4. Poster (3 hours)

7. Enter the major language(s) in which you will present. Please note English is preferred.

Language(s): | 1.English (E) |
  1. English (E)
  2. Korean (K)

8. Indicate which equipment you need for your presentation. Presentation equipment will be provided free of charge.
  Equipment: ◎ Cassette player ◎ Computer with other equipments
              ◎ OHP ◎ VHS/DVD player ◎ Other
   • The computer is equipped with CD and/or DVD players and has access to the internet.
   • If you check "Other," please specify.

9. A 200-word summary will be needed to screen your proposal.
  Summary

10. Please give your biodata in brief and include any comments or questions.
  Biodata & Comments

You will receive an e-mail message confirming your entry once you have submitted your proposal. If this does not arrive, please contact the program chair at <haemoon@dreamwiz.com>. If you have any problems related to the submission, please contact the webmaster at <telecosm@hanmail.net>.

| SUBMIT application | | clear and start over |

**Thank you for taking the time to complete this submission,
and good luck with your application.**

Members in the News

Appointments

권수옥 (University of Hawaii). 2003년 9월. 포항공대 전임 강사로 임용됨.

김임득 (한양대) 2003년 9월. 교육대학원 원장으로 선임됨.

이완기 (서울교대) 2003년 9월. 평생교육원 원장으로 선임됨.

조정순 (University of Texas at Austin) 2003년 9월. 영어영문학과 조교수로 임용됨.

황종배 (건국대). 2003년 9월. 외국어교육원 원장으로 선임됨.

Awards

이정원 (충남대). 2003년 한국영어교육학회 우수논문상 수상. An exploratory study on reading comprehension test-taking processes and strategies in the EFL context. *English Teaching*, 57(4), 177-196.

New Members

김경숙 (한남대학교), 김덕자(순천대학교), 김영은(서울 대학교), 김지현(창신대학), 김혜리(경일대학교), 문은주(한국교원대학교), 배진아(University of Nottingham), 심정섭(조앤코리아 어학원), 유병근 (Arizona State University), 이명관(중앙대학교), 이원석(성공회대학교), 이준용(해군사관학교), 정태영(육군사관학교), 최도순, 평택대학교 도서관, 허정원(영산대학교), 황선유(중앙대학교), Vicki Britton Kemp(한남대학교)

Upcoming Events: 2003

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: June 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. EgypTESOL 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: <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
- 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).