KATE FORUM

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On the Inside...

KATE 한국영어교육학회

THE KOREA ASSOCIATION OF TEACHERS OF ENGLISH

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

KATE : An Associate of IATEFL

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ON THE INSIDE

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

From the Ivory Tower Down to the Real World

Oryang Kwon, Ph.D.
President, KATE
Professor, Seoul National University

Up to now, KATE, and all other ELT-related societies in Korea for that matter, have been mainly devoted to the development of academic theories and practices. Perhaps we have been too ready to isolate ourselves in an "Ivory Tower", reluctant to come down to the real world. Now, KATE is going to reach out to the people in the street, market, and workplace to help them with their endeavor of improving their English learning.

KATE is working on a project to publish a book aimed at the general public. The book will contain semi-academic and non-academic articles about English learning and teaching, and will cover three main areas related to the topic. One of the sections will carry personal accounts of English learning experiences, told by Korean professors of English. Another section will provide advice for effective and efficient strategies of English learning based on theory and practice. The third section will carry essays on the realities of English education in both the public and the private sector in Korea.

The language and content of the book will be plain and easy enough for the general public to understand without much difficulty. We aim to enlighten people on myths about the English language and English learning and teaching. We also hope to show some practical and "right" ways of learning English as a foreign language in Korea.

Dr. Carl Sagan (1934-1996), the late Cornell University astronomy professor, started the television series Cosmos in 1980 to familiarize the general public with the wonders of the universe. In this way, he showed how a great scholar could also become a popularizer to educate people on difficult subjects with easy-to-understand concepts and language.

This project is historic in that it is the first attempt by KATE to publish a non-academic book for the general public. We hope our new book will contribute to the enlightenment of the Korean public on the overwhelming and often elusive task of English language learning and teaching. I thank all the contributors to the book for their important and meaningful work.

Feature Article

Focus on Form is NOT Form-focused Instruction:
Meaning-Based Approach vs. Structure-Based Approach

Jong-Bai Hwang, Ph.D.
(Konkuk University)

Focus on form is not a new concept any more; it has been more than 10 years since it was first suggested by Long (1991). However, as more and more people and researchers of second language acquisition become interested in it, many mistakenly understand the concept.

The most serious misunderstanding with regard to *focus on form* is the lack of conformity in terminology. *Focus on form* has at times been considered similar to or even the same as the conventional grammar teaching option, which is called focus on formS (Long & Robinson, 1998). *Focus on forms* is characterized by "synthetic syllabi," which break down the L2 into words and collocations, grammar rules, phonemes, structures, and the like. It is directly related to some mechanical classroom practices such as repetition, transformation exercises and explicit error correction, and some popular, though outdated, language teaching methods such as Grammar-Translation, ALM, Total Physical Response, and the Silent Way. *Focus on form*, however, emphasizes engagement with meaning as a prerequisite. Look at the following two definitions:

> focus on form … overtly draws students' attention to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication (Long, 1991, pp. 45-46).

> focus on form often consists of an occasional shift of attention to linguistic code features – by the teacher and/or one or more students – triggered by perceived problems with comprehension or production (Long & Robinson, 1998, p. 23).

These two definitions distinguish *focus on form* from *focus on forms*. Teaching in *focus on form* instruction should be communicative, but the learner's attention can be briefly drawn to linguistic features when necessitated by a communicative demand. *Focus on form* looks to me similar to *focus on meaning*, which is the other option of language teaching suggested by Long (1991), rather than to *focus on forms*.

The terminological confusion has been somehow exacerbated by a recent work of R. Ellis (2001). He proposes the term, form-focused instruction or FFI, which covers the two similar sounding, but unrelated, concepts: *focus on forms* and *focus on form*. R. Ellis presents the following table with the title of "three types of form-focused instruction."

Table 1
Three Types of Form-Focused Instruction

Types	Primary focus	Distribution
Focus on forms	Form	Intensive
Planned focus on form	Meaning	Intensive
Incidental focus on form	Meaning	Extensive

At a superficial glance, Table 1 might seem to clarify the terminological confusion between *focus on forms* and *focus on form*. Unfortunately, this is not so. The table leads to more confusion in understanding the exact nature and concept of *focus on form*. As can be seen in the table, the primary focus of *focus on form*, whether planned or incidental, is on meaning, which is very different from *focus on forms* whose primary and exclusive focus should be placed on form. That is, the table reveals itself that there is no similarity between *focus on forms* and *focus on form*. R. Ellis' (2001) attempt to put *focus on forms* and *focus on form* under the more comprehensive term, form-focused instruction, is a useless one. *Focus on form* should be regarded as close to *focus on meaning*, not similar to *focus on forms*, because the "overriding focus of *focus on form* is meaning or communication."

Doughty and Williams (1998) identifies form-focused instruction with *focus on forms*, which is also called grammar instruction, formal instruction, and code-focused instruction. They clearly distinguish between *focus on forms* and *focus on form*, maintaining that *focus on forms* "always entails isolation or extraction of linguistic features from context or from communicative activity" (p. 3). In contrast, the *focus on form* instruction should direct the learner's attention very briefly, whether incidentally or in a pre-planned way, while maintaining the communicative stream of teaching and learning. The following comment by Doughty and Williams (1998) clearly shows the differences between *focus on form*, *focus on forms*, and *focus on meaning*:

> focus on form entails a focus on formal elements of language, whereas focus on forms is limited to such a focus, and focus on meaning excludes it. … the fundamental assumption of focus-on-form instruction is that meaning and use must already be evident to the learner at the time that attention is drawn to the linguistic apparatus needed to get the meaning across. (p. 4)

R. Ellis' (2001) attempt to include both *focus on form* and *focus on forms* in form-focused instruction does not seem to be a relevant one to me. It has added more confusion than understanding of the three options suggested by Long (1991). But perhaps the terminological confusion derives

from the title of the three options. Anybody who happens to encounter the term, *focus on form*, would naturally relate it to *focus on forms* or other structure-oriented approach. So it might be best to change the name of *focus on form* into something like *focus on form* as well as *meaning*. If it is not possible, I would like to suggest, in order to avoid more confusion, another classification of the three options which is very different from that of R. Ellis (2001):

Table 2
Classification of Language Teaching Options

Options	Subdivision	Primary focus	Attention shift
Meaning-based approach	Focus on meaning	Meaning	NO (only to meaning)
	Focus on form	Meaning	YES (occasionally to form)
Structure-based approach	Focus on forms	Form	NO (only to forms)

Reference

Doughty, C., & Williams, J. (1998). *Focus on form in classroom second language acquisiton.* Cambridge: Cambridge University Press.

Ellis, R. (2001). Investigating form-focused instruction. *Language Learning*, 51, Supplement 1, pp. 1-46.

Long, M. (1991). Focus on form: A design feature in language teaching methodology. In K. de Bot, R. Ginsberg, & C. Kramsch (Eds.), *Foreign language research in cross-cultural perspective* (pp. 39-52). Amsterdam: John Benjamins.

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The Relationship between Organization Markers and Listening Comprehension

Euen Hyuk Jung, Ph.D.
(Yonsei University)

Studies show that many foreign students studying in the United States, even those with high scores on the standardized language proficiency tests, have difficulty comprehending academic lectures and fail to understand the main points of lectures (Allison & Tauroza, 1995; Clerehan, 1995; Flowerdew & Miller, 1997; Thompson, 1994). Yuan (1982) further noted that second language learners failed to understand the main themes of lectures because they paid more attention to decoding the speech, word by word, than to extracting the main points by recognizing transitions between ideas and grasping the rhetorical organization of the lecture.

The rhetorical devices that signal the information structure of text are called organization markers, and these include macro- and micro-markers. Macro-markers are markers of higher-order information, which signal the relationship between the major propositions or mark the important transition points in the discourse (e.g., "What I'm going to talk about today is…," "The next thing is…," "Let me summarize," etc.). On the other hand, micro-markers are markers of lower-order information, which mark intersentential relations or function as pause fillers (e.g., "but," "so," "well," etc).

Previous studies have generally shown that organization markers aid both readers and listeners in text processing. The processing of a text is an interactive activity, involving both top-down and bottom-up processings (Anderson & Pearson, 1984; Brindley, 1998; Carrell, 1983; Dunkel, 1991; Grabe, 1991; Long, 1989; Lynch, 1998; Mendelsohn, 1998; Morley, 1995).

Top-down processing allows readers and listeners to develop expectations about text structures and meanings by using prior knowledge as part of the comprehension process. Through top-down processing, readers and listeners utilize real-world knowledge and refer to various types of schemata that help them predict what will follow in the discourse. A schema is "a data structure for representing the generic concepts stored in memory" (Rumelhart, 1980, p. 34). A schema can be classified as either content or formal. A content schema is background knowledge about an area of the text. A formal schema is background knowledge about the organizational pattern of the text.

Bottom-up processing involves decoding specific linguistic input. Bottom-up processing helps readers and listeners construct meaning from input and modify their pre-existing knowledge based on the morphosyntactic input from the text. These top-down and bottom-up types of processing operate in an interactive, reciprocal way and complement each other at all levels of analysis simultaneously (Brindley, 1998; Dunkel, 1991; Grabe, 1991; Lynch, 1998; Mendelsohn, 1998; Morley, 1995; Perfetti, 1988).

The theoretical foundations for the beneficial role of organization markers in reading and listening comprehension have been laid out in a number of papers (Chung, 2000; Flowerdew & Tauroza, 1995; Hron, Kurbjuhn, Mandle, & Schnotz, 1985; Jung, 1999; Kintsch & Yarbrough, 1982; Loman & Mayer, 1983; Lorch, 1989; Lorch & Lorch, 1995, 1996; Lorch, Lorch, & Inman, 1993; Meyer, 1984, 1987; Qandil, 1986; Spyridakis & Standal, 1987).

Organization markers aid readers and listeners in activating the appropriate formal schema that matches the organizational pattern intended by writers and speakers. The adequate formal schema instantiated by markers provides readers and listeners with a conceptual framework for text

comprehension (Just & Carpenter, 1987). This conceptual framework should then enable them to (a) organize the text information optimally during the encoding process and (b) retrieve text information systematically from the representation in memory.

Organization markers also inform readers and listeners of the relative importance of ideas in a text. Markers relieve them of the potential processing overload that results from attempts to distinguish major from minor ideas. By guiding readers' and listeners' allocation of cognitive resources in an optimal manner, markers seem to enable them to attend carefully to the more relevant text information.

Furthermore, organization markers relieve readers and listeners of the processing load associated with generating inferences about the interrelationship between ideas in the text. Markers, by facilitating readers' and listeners' efforts to efficiently integrate individual propositions during the text encoding process, potentially reduce the number of inferences they must make. Consequently, with the remaining unused cognitive resources, readers and listeners should be able to construct a more accurate and comprehensive mental representation of the text.

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Teaching **I**deas 1

English Zone을 활용한 영어로 진행하는 영어 수업 사례

박서경
(대치중학교)

1. 취지 및 목적
수행평가 제도와 English Zone을 활용하여 학생들에게 영어 시간에 영어로 말할 수 있는 기회를 부여하기 위해 본 교사가 고안한 방법입니다.

2. 운영방침
1) 방법 :
 -학생들을 그룹별로 편성하여 수업을 진행함으로써 교사 주도의 수업보다는 학생 주도의 수업이 되도록 하였습니다.
 -한국어를 사용하면 감점이 된다는 것을 미리 공지하여 장난스런 분위기가 되는 것을 예방하고자 하였습니다.
2) 시간 : 영어 수업 시간 중
3) 장소 : English Zone(교내 4층에 위치)
4) 교재 :
 -교과서(디딤돌, 김 용진 외) 내의 Work Together와 Read and Act

3. 운영의 실제
1) 한 반을 중간고사 성적을 참고하여 우수한 학생과 기초가 부진한 학생을, 남학생과 여학생을 반반씩 섞어 6개의 그룹으로 조직하였습니다.
2) 우수한 학생이 리더가 되어 부진한 학생을 도와 교사가 제시한 학습목표에 잘 도달할 수 있도록 하였습니다.
3) 사전을 준비해 오도록 지시하고 교사는 돌아다니면서 그룹 별로 지도하여 협력자 혹은 조언자(facilitator)로서의 역할을 하였습니다.
4) 실제 수업 사례(디딤돌, 김 용진 외 3학년 P 92, 93, 99)
 가) Complete the following table, thinking about what you must do and what you must not do in given places. And practice with your group.

Places	I'm supposed to...	I'm not supposed to...
at home		
at the concert		

-학생들의 답 :
I'm supposed to focus on teachers at school.
I'm supposed to stand in line to get tickets at the concert.

I'm not supposed to throw away papers or cans at the movies.

나) Your parents often say you can't do certain things. Complete the table with proper expressions and practice with your group.

My parents say that I can't....	The bright side of it is that....
stay out late	I feel great next day.

-학생들의 답 :
play computer games-I can play basketball instead.
eat much-I can be healthy.
borrow comic books-I can save a lot of money.

다) Write the difference between what you want, what your peers want, and what your parents want.

Item	parent	peer	you
hair style			
how late to stay out			
how long to play computer games a day			

-학생들의 답 :
hair style: short-long-red colored
how late you stay out: 9 p.m.-11 p.m.-10 p.m.
how long you play computer games a day:
30 minutes-3 hours-3 hours

4. 운영 성과
그룹으로 토론하여 영어 사용에 대한 학생들 개인의 부담이 덜 가게 하였습니다. 또한, 학생 주도의 수업이므로 교사가 1시간 내내 영어로 이야기하지 않아도 되어 교사의 부담도 줄이고자 했습니다. 그리고, 수행평가 점수에 들어간다고 미리 예고하여 장난스런 분위기가 되지 않도록 유도했습니다.
학기초에는 수업 분위기도 안정되어 있고 학생들이 점수에 신경을 쓰기 때문에 거의 만족스럽다고 할만한 성과를 거두었으나 2학기에는 학생들이 사전 준비도 잘 해오지 않고 수업 분위기도 무척 소란스러웠습니다. 이에 대한 대비책을 미리 마련해 두어야겠다고 생각했습니다.

<u>T</u>eaching <u>I</u>deas 2

Web Resources for Language Teachers

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Introduction

The number of Web sites is rapidly growing and the amount of information on the Web is increasing. For the development and implementation of effective pedagogy in Web environments, teachers need to develop their own skills and strategies for selecting and managing Web resources. This paper presents a list of some Web resources that are of help to English as a second/foreign language (ESL/EFL) teachers working with computer-assisted language learning (CALL).

Web Resources for Language Teachers

The title and uniform resource locator (URL) of each Web site/page are given under three categories: (1) a collection of resources and links; (2) selected readings on CALL; and (3) ESL/EFL Web sites.

1. A collection of resources and links

- A Web resource for CALL lab managers and for teachers and learners of languages online
  <http://www.geocities.com/Athens/Olympus/4631/esl_home.htm>
- ESL lesson plans and resources
  <http://www.csun.edu/~hcedu013/eslplans.html>
- Language help
  <http://www.ruthvilmi.net/hut/LangHelp/>
- Language teachers' resources
  <http://www.ohiou.edu/esl/teacher/index.html>
- On-line resources and journals
  <http://ilc2.doshisha.ac.jp/users/kkitao/online/>
- Selected resources for language professionals
  <http://www.usq.edu.au/opacs/cllt/sonjb/resources.html>
- The Internet for ESL teachers
  <http://edvista.com/claire/internet-esl.html>

2. Selected Readings on CALL

- Computer-assisted language learning: An introduction
  <http://www.gse.uci.edu/markw/call.html>
- CALL in the year 2000: Still in search of research paradigms?
  <http://llt.msu.edu/vol1num1/chapelle/default.html>
- Computers, learners and teachers: Teamwork in the CALL classroom
  <http://www.usq.edu.au/opacs/cllt/sonjb/papers/pketa02.htm>
- Understanding hypertext: A discussion for TEFL
  <http://www.usq.edu.au/opacs/cllt/sonjb/papers/kate98.htm>
- Reading & Dragging: The development and use of courseware
  <http://www.usq.edu.au/opacs/cllt/sonjb/papers/oncall98.htm>
- Collaborative e-mail exchange: A pilot study of peer editing
  <http://www.usq.edu.au/opacs/cllt/sonjb/papers/mall99.htm>
- A language professional's guide to the World Wide Web
  <http://agoralang.com/calico/webarticle.html>
- Guidelines for designing a good Web site for ESL students
  <http://iteslj.org/Articles/Kelly-Guidelines.html>
- Using WWW multimedia in the foreign language classroom: Is this for me?
  <http://llt.msu.edu/vol2num1/Onthenet/index.html>

3. ESL/EFL Web Sites

The following Web sites have been selected on the basis of their free open access and features useful for ESL/EFL learners and teachers. For additional information on the evaluation of these Web sites, visit <http://www.usq.edu.au/opacs/cllt/sonjb/projects/web_reviews/>.

- Activities for ESL Students
  <http://a4esl.org/>

This site uses simple design and is easy to navigate. It claims to have over 1000 activities, organised in three ways: according to category (grammar, vocabulary, crosswords); by browser requirements (HTML-only, JavaScript, Flash); and for bi-lingual quizzes. Some activities are not grammatical in nature, and cover interest areas such as science, celebrations, cultures and job skills. Activities provide a score and show the correct answer after each attempt at a question. Other options take visitors to Web links and ideas for teachers.

- Advanced Composition for Non-Native Speakers of English
  <http://www204.pair.com/ebaack/>

This site is designed for students who have had limited or no formal English composition training and who have achieved TOEFL scores of 500 or more. Instructions are provided on the following essay styles: giving instructions; cause/effect; comparison/contrast; persuasion; and research papers. Professional and student examples are also given for each style. Further information and quizzes are provided on correct sentence structure, how to write and use adjective clauses, appositives, and topic sentences, and correct use of parallel structure and subject/verb agreements. There are

links to present and past student Web sites, free books and other related sites.

• English Club
<http://www.englishclub.com/>

EnglishClub.com is easy to navigate. Visitors can select from options explaining grammar, vocabulary, pronunciation as well as how to improve in four macroskills. There are interactive quizzes and games as well as jokes, information on ESL/EFL tests, a forum and chat room (using ChatSpace). Visitors can sign up to a penpal list and a free e-magazine can be sent to them via e-mail. It contains lessons, quizzes, tips, articles, games, letters and news. Other options include English for Business, English for Kids, English Study Abroad and English Resources.

• English Exercises Online
<http://www.smic.be/smic5022/>

This site provides on-line exercises involving grammar and dictation, vocabulary, reading comprehension, and miscellaneous exercises. The exercises provide solutions after answers are attempted, while some also provide users with scores. The lessons may be selected according to level, by subject and also by exercise type. Some activities provide hints to answers. This site also contains an option to reproduce handouts covering areas of text writing, grammar and dictation, vocabulary, and miscellaneous exercises such as a speed-spelling quiz. The ESL Internet Tour shows a list of English language learning and teaching sites.

• English Forum
<http://www.englishforum.com/>

Upon entering English Forum, visitors are confronted with numerous options and information. The blue boxes in the centre of the page contain choices specifically for ESL/EFL students and teachers. There is a student message board, interactive exercises covering grammar, vocabulary and idioms, where immediate feedback is provided in the form of a score, incorrect and correct choices, and information concerning specific questions. Visitors can double click on any vocabulary item to access that word in the Oxford Advanced Learner's Dictionary. They can also view an international English language schools guide and book catalogues. Links take visitors to interactive activities from English International and Internet TESL Journal, and other sites containing resources, job listings, schools, exams, and reference books.

• ESL Cafe
<http://www.eslcafe.com/>

Dave's ESL Café has simple design features and easy-to-use functions. Student Forums, Teacher Forums and a Job Centre are available from the main menu. Options for ESL activities and quizzes are provided. After completing a language quiz, incorrect and correct choices, and a final score are shown. Students may also participate in numerous discussions, covering cinema, TOEFL, sports, family, health and fitness, music and science. Teachers may participate in discussion forums and some teachers are available to answer questions at the 'Help Center'. Navigators may also find answers to 'Frequently Asked Questions', go to 'Chat Central', a bookstore, and view quotes and slang.

• ESL Cyber Listening Lab
<http://www.esl-lab.com/>

The ESL Cyber Listening Lab contains numerous quizzes in 'general quizzes', 'quizzes for academic purposes', 'long conversations', or 'short listening exercises', and visitors can select their level. Either Basic RealPlayer or Divace must be installed in order to listen to audio files, however listening task scripts are also available. Each activity prompts students to read pre-listening questions and then to click on the audio component. After listening to the dialogue or story, students complete a number of quizzes testing vocabulary, and general listening comprehension. The answers are assessed and a score provided. Some activities contain post-listening tasks and explanations to answers. There are links to bulletin boards and a voice mailbox, among others.

• Grammar Bytes!
<http://www.chompchomp.com/>

Grammar Bytes is an easy-to-follow site, providing visitors with interactive grammar activities, options to print 'handouts' and view an index of grammar terms and their associated rules. The activities are focussed on beginning to intermediate students, however the associated explanations and rules may be incomprehensible for beginning students. Upon answering an on-line activity, an immediate response indicates a correct or incorrect answer choice, with options for the grammar rule to be explained or an option to try again if incorrect.

• Guide to Grammar and Writing
<http://ccc.commnet.edu/grammar/>

A comprehensive list of grammatical terms with detailed explanations and numerous associated quizzes are found at this grammar and writing site. Grammatical explanations can be searched at the word, sentence or paragraph level, and even at the essay and research paper level. Upon completing one of interactive quizzes, immediate feedback with correct and incorrect responses is provided. Visitors can view PowerPoint presentations of various grammar explanations and examples, while a guest book and a grammar poll are also supplied. Links are provided to dictionaries, thesauruses, magazines, newspapers, and other language learning Web sites.

Conclusion

It is important for teachers to develop their competencies in CALL. As the Web offers a global database of information, CALL teachers need to become active and critical Web users. The information is all there waiting for them to point, click and explore.

Note: Since Web things are continuously evolving and changing, the information on the Web sites and pages provided here may need to be updated or corrected.

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Teaching Ideas 3

Vampires and Ventriloquists: Jump-rope Jingles in Primary School English

David Kellogg
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Four children are playing jump rope. Two of them twirl the rope, and a third is jumping. The fourth child sings:

꼬마야, 꼬마야…!

Let's see. What happens if we try that in ENGLISH?

Little boy, little boy!
Turn your back, turn your back
Touch the earth, touch the earth!
Touch the sky, touch the sky!
Say goodbye, say goodbye!

And then it's the singer's turn! Well, that's good fun, but is it good ENGLISH? That is, are the children really learning anything? Are the children even meaning anything? Is it a matter of listen and do? Or is it just a matter of "do and do"?

Perhaps we can add a little meaning by having the jumper respond to the singer's words. For example:

Listen and do!
Turn your back, turn your back (jumper turns his/her back)
Touch the earth, touch the earth! (jumper reaches down and touches the ground
Touch the sky, touch the sky! (…?)

We know this is more meaningful, because it immediately becomes MUCH more difficult to teach! How would you try to get a whole classroom of children to do this in groups of four?

T: Right! Today we're going to jump rope in English! But first look, and listen! (Teacher jumps rope, turning her back at the right moment, touching the earth at the right moment, getting tangled up in the rope and eventually falling over!)

Oh, dear! Maybe it's better to break it down into manageable parts. Like this:

T: Right! Today we're going to jump rope in English! But before we go outside, we're going to learn the jump rope jingle. Just listen! (Teacher says the rhyme.) Now stand up. Stand at your desk. (Children stand up and stand by their desks.) Now listen and JUMP! (Teacher says the rhyme, and children pretend to jump rope at the right moment.) Now listen, jump, and DO! (Teacher says the rhyme; children

pretend to jump rope at the right moment, and turn around, etc.)

This still won't do, either from the point of view of theory or practice. From the Whole Language theory point of view, we are breaking it down into bits of behavior that are not very meaningful: What is the point of jumping without a jump rope? What is the point of saying without doing? From a "communicativist" point of view, it's even worse: Why do we teach meaning LAST? Where is the situational authenticity of the language?

Never mind the theory! The teacher's real worry is not theoretical but practical. How do the children learn what to do? That is, how do the children know what to do when the teacher says "turn your back" and "touch the sky"?

And perhaps theory can help us here. According to Bakhtin, there ARE units of language that are not just meaningless bits. There are ways of dividing up language that don't involve grammar or vocabulary per se and which occur naturally, in normal discourse.

For example, we see that the rhyme divides rather naturally into turns. This turn-taking makes it possible for the teacher to switch roles on the students, like this:

T: Right! Today we're going to jump rope in English! But before we go outside, we're going to learn the jump rope jingle. Just listen! (Teacher says the rhyme.) Now stand up. Stand at your desk. (Children stand up and stand by their desks.) Now listen and JUMP! (Teacher says the rhyme, and children pretend to jump rope at the right moment.) OK-now YOU say it, and I'll jump! (Children say it, and teacher jumps. Now, watch this! You say it, I'll jump, and I'll DO it! (Children say the rhyme, teacher jumps, turns her back, touches the ground, spreads her arms in the air to touch the sky", an then says…) Goodbye! OK-it's your turn! I'll say it, and you jump and DO!

Of course, the switch from jumping to speaking is a difficult one! But by ignoring both Whole Language theory and "Teaching English Through English" theory, we might be able to manage it. First, we'll ignore Teaching English Through English:

Ss: 선생님! 어려워요!
T: OK-you say it in KOREAN, and I'll jump and I'll do it! (Students do this.)

Then we'll ignore Whole Language theory.

T: Right! Now, you give me ONE line-and I'll do it. Listen and repeat "Turn your back, turn your back!"
S: Turn your back, turn your back!
T: OK, I'll turn my back. (Teacher turns around.) See, I'll turn my back. Right! What's next?
S: "Touch the earth! Touch the earth!" (Teacher touches the ground.)

Bakhtin (1986) notes that "utterances" are a more real unit of spoken language than sentences or words, and in this rhyme an "utterance" actually consists of two sentences (p. 99).

But for Bakhtin the ultimate "real" unit of language, which naturally includes meaning and can never exclude it, is the voice, defined by the change in speaking turn. So another way of taking the rhyme apart into meaningful pieces is by giving roles and voices to the various parts, like this:

T: I'm a spider
You're a fly
Touch your knees and
Rub your eye
Spread your wings and
Try to fly
Touch my web and
Then you die!

There are two advantages to using different roles like this (what Bakhtin might call different "voices", although of course the fly doesn't actually say anything!) First of all, it makes it a LOT easier to switch roles.

T: Right! First, I'm the spider, and you're the fly. (Teacher sings and children jump.) Now you're the spider, and I'm the fly. (Children sing and teacher jumps.) Now they are the spiders and he's the fly. (S1 sings, S2, and S3 twirl the "web" and S4 jumps.)

Secondly, the spider-fly roles help the children make sense of the actions-flies do rub their eyes and spread their wings, and of course the jump rope is a kind of "web" that you are not supposed to touch, on pain of "death" (that is, being magically reincarnated as a spider, rather the way that victims of vampires become transmogrified into vampires).

But now we've got a problem of presentation. How does ONE teacher present TWO voices? Maybe a little ventriloquism will work:

T: Right! Look and listen. (Teacher draws a hungry, bloodthirsty spider with bloodsucking vampire fangs on the board, with a speech bubble to indicate that the spider is talking. Then, with her BACK to the class (so that the class cannot see her lips moving, she says the spider part with her VOICE, and acts the part of a cowering, terrified fly with her BODY.)

This is very difficult-it involves speaking one role and acting another. But primary school teachers are very talented people. After all, almost any time a teacher presents a dialogue, she finds herself speaking one role (as teacher) and acting another.

T (T as teacher): Listen and repeat! (T as Jin-ho) "Is Peter there?"

And here we come to what is, actually, one of the biggest theoretical weaknesses of "Teaching English Through English" and input-driven models of classroom second language acquisition generally.

As input, teacher talk, or at least what Christie (2003) calls the "regulative register" of teacher talk is quite monologic. The "instructional register" (that is, "Is Peter there?" or "Hi!" or "How are you?") may be a dialogue, but "Look and listen!" "Listen and do!" or "Listen and repeat!" is not the kind of language that children address to teachers in the classroom world-the roles of teacher and student simply don't allow this.

If you are a "communicativist", or an "inputtist", this shouldn't matter-the important thing is that the children are receiving messages in English and responding to them. But if you are a socio-culturalist, this is a minor disaster. For Bakhtin (1986) says:

"Any understanding of live speech, a live utterance, is inherently responsive, although the degree of this activity varies extremely. Any understanding is imbued with response and necessarily elicits it in one form or another: the listener becomes the speaker. A passive understanding of the meaning of perceived speech is only an abstract aspect of the actual whole of actively responsive understanding, which is then actualized in a subsequent response which is actually articulated" (p. 68).

In other words, there really is no such thing as silent comprehension. To put it in the usual jargon of communicative theory, without output, input cannot consistently become intake. Bakhtin makes a theory of it, communicative teaching makes jargon of it, but we teachers have felt this in our bones for years, because of moments like this one (only lightly disguised from the end of Beckett's play "waiting for Godot")!

T: Let's go jump rope! Do you understand?
S: Yes.
(They do not move.)

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Attending the 29ᵗʰ JALT International Conference

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On 21ˢᵗ November 2003, I had the privilege of going to Shizuoka, Japan to attend the 29th JALT international conference, held at Granship Conference Center in Shizuoka for three days from 21st to 24th November, with the theme: *Keeping Current in Language Education*. This was my seventh visit to Japan, and I went to Shizuoka via Tokyo, and came back to Korea in the reverse order. It was just a business trip; I did nothing but conference-going.

The conference started off promisingly with concurrent sessions in 26 rooms, big and small. All the presentations and other sessions went smoothly, exactly according to the program distributed in advance. Plenary sessions, two or three a day, were sporadically squeezed in here and there over the three days of the conference.

As many people know, the membership of JALT is mostly made up of non-Japanese English teachers, and there certainly appeared to be a lot of non-Japanese participants. I couldn't meet any Korean participants there, which I thought was rather unusual.

Rather deplorably, this kind of academic conference seems to be increasingly contaminated by commercialism. Thus there were quite a few internationally known big-name speakers invited, sponsored by the publishing companies. Naively, I expected a lot, but their presentations were mostly well below my expectations, merely the sort of thing I usually experience in this kind of international conference. The big names presented virtually nothing new even though they tried to sound enthusiastic to the audience.

I had been invited to participate in an international debate session, intended to be the very highlight of the conference. There were delegates from eight Asian countries invited on the brightly-lit stage (which made me a bit nervous), each given the opportunity to say something about the 6 topics given in advance. The topics given were: (1) ESL or EFL or Other Languages for Asia? (2) Is an Immersion Model Possible? (3) Elementary School Language Education: Success? (4) How Early Should it Be? (5) English Language Centers, Testing Sites, or Humanities? (6) And the Best Curriculum Is...? When the debate session finished, I thought there was quite a lot to be desired. But I did get a good lesson in how to organize and manage this kind of debate session!

Unlike Korean academic conferences, there was no free lunch. Instead there was an announcement that an international food fair was going on outside the conference building. So it wasn't possible for flocks of people to gather and chat over lunch. Many brought their own packed lunch and tried to find a bench to sit on to eat it. Since I have no special preference for foreign food like kebab, lamb or hamburgers, I bought myself a dosilak from a nearby supermarket for three consecutive days.

What interested me most about the conference was the open forum entitled *Current Developments in English Education in Japan: The Education Ministry's Strategic Plan*. The forum started at 9:45 in the morning and finished at 3:35 in the afternoon on the second day. There were six discussants from several walks of life and they discussed in great depth and detail the current problems and developments in ELT in Japan, including the government's future plans, constraints the government and teachers face every day, and many more issues. Even if I couldn't understand what each discussant said (it was done in Japanese), I thought that was a really fruitful session in that it seemed to contribute to better understanding of the problems and constraints and directions of Japanese ELT policy.

The 42ⁿᵈ JACET Convention

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Any academic conference can be reviewed from the perspective of a conference organizer, a presenter, an attendee, or a publisher. This report of 42nd JACET Convention, which was held in Sendai from the 4th to 6th of September 2003 under the theme of *National Policy for Foreign Language Education: Searching for the Ideal*, is written from two points of view--a speaker

and a conference attendee. It was sponsored by Tohoku Gakuin University and attended by about 800 registered participants. The plenary speakers were Dr. David Crystal from the University of Wales and Dr. David Ingram from Griffith University. There were also other invited speakers from sister affiliates--Dr. Young-ja Lee from ALAK, Dr. Yi-ju Chen from ETA-ROC, and Dr. Christopher Ward from SEAMEO RELC.

Ever since KATE and JACET reached a partnership agreement in 1995, the exchange of conference presenters between the two organizations has contributed to the expansion of collaboration and support and enhancement of the quality of English education in Korea and Japan. This year was no exception at all. I attended the convention as a delegate from KATE and presented on *Issues in the 7th English Curriculum and Directions in the New English Curriculum of Korea*, in the form of an invitation lecture on the first day of the conference. The committee's meticulous care and hospitality were even greater then my first attendance at the 39th Convention in Okinawa. My lecture was followed by questions pouring out from the floor. The audience was particularly interested in the role of the private education sector and the zeal of both parents and students for college entrance preparation.

I was also invited to speak as a panelist in the plenary symposium with the conference theme. Even though the symposium was the last session of the conference program, there were about 400 in the audience, who showed ardent passion for the betterment of English education in Japan through heated discussion. Since the symposium was explicitly aimed at people with a considerable level of expertise, I tried to be prepared well enough to meet the needs and expectations. Fortunately the symposium appeared to go smoothly and I could feel that I made my contribution successful.

From the attendee's viewpoint the conference seemed to satisfy most of the conditions of a good conference that a number of conference goers might suggest: Charismatic speakers who draw their audience in from the first half-sentence, smooth timing of presentations, fresh insights into the both theory- and practice-sensitive profession, a location in beautiful city by the sea, reduced-price books, and good music and dance in the evening. One defect in this nearly perfect conference was the inside venue layout. The conference attendees had to run desperately up and down the stairs, and back and forth to the adjacent buildings to find where the next 'must-attend' presentation would take place. A person like me with very thin legs and short breath must have gasped for presentation sites within decent walking distance.

Again, this experience of attending an international conference re-awakened my elusive dream of breaking free from a life of the sometimes stifling pursuit of learning on my own. I therefore extend my sincere gratitude for the acceptance of my application to be a delegate to the conference. It surely was of invaluable benefit to my pedagogical experience and academic development.

Special Report 3

The 1ˢᵗ Asia TEFL International Conference: Truly Asian

Joo-Kyung Park, Ph.D.
General Secretary, Asia TEFL
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The 1ˢᵗ Asia TEFL International Conference was held at Hotel Nongshim in Busan on November 7-9, 2003. It was the very first conference hosted by the Asian Association of Teachers of English as a Foreign Language (Asia TEFL) in order to let the world know about its foundation and its vision for the future. Asia TEFL was founded in March 2003 by Dr. Hyo Woong Lee, immediate past president of KATE, along with 134 founding committee members from sixteen Asian countries and regions. Asia TEFL has two broad goals. One is to make a great contribution to English language teaching and learning in the Asian context through the exchange of information on English education. The other is to greatly contribute to peace and prosperity on this continent through cross-cultural understanding. International conferences hosted by Asia TEFL are to be the open forum where Asian TEFL scholars and educators together reach these goals.

The theme for the conference was *TEFL in Asia:*

Emerging Issues. It is very natural and necessary for a new organization to identify the issues and concerns in order to set its specific goals and directions. Dr. Bernard Spolsky initiated discussion of the issues in his keynote speech entitled *Setting Goals for Second Language Learning, Teaching and Testing.* He was followed by eight plenary speakers, 18 featured speakers and about 250 presenters, including 30 travel grant awardees from 26 countries or regions inside and outside of Asia. These presenters shared their own issues and concerns with the conference attendees, celebrating the birth of this organization, which aims to be of Asians, by Asians, and for Asians, who have been marginalized as both research subjects and researchers in the history of ELT.

The plenary speakers included Oryang Kwon, KATE President; Sandra Lee McKay of San Francisco State Univ.; Neil Anderson, past president of TESOL, Inc.; Peter Grundy, Pres. of IATEFL; Richard Day of Assumption Univ.; Mike Levy of Griffith University; Keith Johnson of the University of Lancaster; and Amy B.M. Tsui, of the University of Hong

Kong. They touched upon diverse areas of TEFL, including educational reforms, teaching English as an international language, learner self-assessment activities, context and L2 pragmatics, authenticity, mediated and mobile language learning, communicative activities and tasks, and language policies in Asian contexts respectively. Eighteen featured speakers represented 18 Asian countries and regions, including China, Japan, Russia, Taiwan, Kuwait, Iran, the UAE, Pakistan, Bangladesh, Hong Kong, Singapore, the Philippines, Malaysia, Vietnam, India, Thailand, Indonesia, and Korea. They discussed the major concerns, challenges, and strategies to resolve situations in their own TEFL culture and context, which showed how diverse Asian issues can be and yet how sympathetic these different groups of people can be, as they have so much in common in the aspects of both culture and context.

The three-day conference consisted of two full days of presentations and book exhibitions, and one day for Korean cultural exploration, touring the cities of Busan and Gyeongju. Throughout the excitement-packed Conference, joy and encouragement were shared and exchanged among the attendees, who came from near and far. Many colleagues met for the first time and many new friendships were forged. Most of the programs and activities were well attended and actively participated in. The presentations, including the early morning sessions, were the main attractions, but other gatherings such as the opening and closing ceremonies, receptions and the general business meeting attracted many of people, who enthusiastically served as witnesses and supporters of the inauguration of the organization and its first Council.

Just like with any other first endeavors, there were things that could be improved upon, but overall, the 1st Asia TEFL Conference was received as a huge success, thanks to the following: First, the program fully reflected Asian flavor in the number of participating countries and regions, presentation topics, and the way they were presented; Second, the

Conference venue, Hotel Nongshim, with its outstanding facilities and personnel, beautifully catered to the diverse needs and desires of all the participants and the activities of the Conference. Nice and cozy hotel rooms, restaurants, and presentation rooms were all located within easy walking distance, which kept the participants refreshed and excited; Third, and most importantly, it had a great turnout of 850, including those 350 people who had flown in from outside of Korea and showed such great support throughout the Conference. It seemed obvious that they had been waiting for the opening of a new chapter in the history of TEFL in Asia, which could not have been more timely, to meet the needs arising as Asia emerges as a new center of the world. In addition, the event brought the attendees so closely together in such a short period of time that some people even got dewey-eyed when they sang along with the "Good-bye song" at the closing ceremony.

As I reflect on the Conference, I feel like I had a dream, a very sweet one, all in English but in a variety of Asian Englishes. It was even sweeter because I had it just after months of intense work as general secretary of Asia TEFL, dealing with huge amounts of email, faxes, phone calls, and photocopies and because it came after a number of sleepless nights and mental and physical stress, mostly about the uncertainty of how the conference would turn out. Now that I have experienced all the joy and glory of the Conference by watching so many different-looking people sharing the same concerns, inspired and enriched by one another, I am convinced that it was well worth the work after all.

Asia TEFL had about 900 members from 34 Asian regions as of the end of the Conference. I hope to see Asia TEFL continue to grow in size and capacity in order to embrace the TEFLers in all the regions in Asia, and to provide them with venues and opportunities to professionally develop to be world-class scholars and practitioners. In 2004 and 2005 Asia TEFL Conferences are scheduled to be held in Seoul and Shanghai, respectively. I hope to see you at both!

The First Asia TEFL International Conference
TEFL in Asia: Emerging Issues
November 7th - 9th, 2003 @ HOTEL NONGSHIM, Busan, Korea

Special Report 4

The ALAK 2003 Annual Conference:
Foreign Language Education in Korea: Past, Present, and Future

Injae Lim, Ph.D.
(Seoul Nat'l University)

On a chilly crisp Saturday morning of early winter, the 2003 ALAK annual conference was held at Sungkyunkwan University. When I arrived at the 600th Anniversary Memorial Hall a little after nine o'clock on Dec. 6, 2003, the registration lounge was already crowded with scholars gathering from all over the country. In the rich aroma of freshly baked muffins and hot coffee from the decorated snack table, they were greeting each other and enjoying the breathtaking view over the city. The conference set off in a warm and enthusiastic atmosphere.

This year, the overriding theme of conference was to revisit the history of foreign language teaching in Korea, examine its current status and research issues, and explore its future in the Korean context. Following ALAK president Dr. Young-ja Lee's brief opening address, Dr. Yong Moon, President of IGSE, gave the keynote speech on the history of English teaching in Korea with a particular focus on the early development of English classes during the Later Yi Dynasty Period and the Japanese Colonial Period. With vivid evidence presented from historical materials, I could visualize how teaching methods and strategies for English classes in Korea have changed over time.

Next, as the room was already packed with over two hundred people and their excitement, three renowned scholars showed up for plenary speeches: Dr. Oryang Kwon, President of KATE, Dr. Susan Gass, President of AILA, and Dr. Vivian Cook, Founder and First President of the European Second Language Association. Dr. Oryang Kwon's comprehensive review of foreign language education in Korea--second foreign language classes in particular—prompted the audience to reconsider language teaching from the perspective of the social function it serves for learners. Both Dr. Gass's and Dr. Cook's speeches were also very thought-provoking in that they argued SLA research should move from a peripheral to a distinctive discipline of its own. Dr. Gass discussed this in terms of the relationship of SLA research to applied linguistics in general while Dr. Cook stressed the role of the language used by successful L2 users, not just native speakers, in language teaching. His claim that L2 user's knowledge and skills have their own value as a model for less proficient L2 learners, I thought, may bring about an alternative approach to L2 education and research. Saving both teachers and learners from the burden of aiming for a hardly attainable goal--to become native like--it may help them develop a more positive attitude toward second language learning.

In the afternoon, as this year's conference served a variety of audience's interests, every one had to decide which room to visit. The roundtable sessions turned out to be an especially inspiring event. The two sessions, "Communicative Language Teaching in Korea" and "KFL 교사 양성 이대로 좋은가?" hosted panel members from different teaching professions. The audience were engaged and participated in the discussion so eagerly that many of them didn't mind sacrificing their coffee break. The poster session was a great success as well. As many as twenty-one presentations ranged from rather fundamental linguistic issues (e.g., 'Effect of lexical knowledge on acquisition of lexical units') to more practical classroom-based teaching strategies (e.g., 'Interactive L2 Grammar Teaching: Using Sysoyev's EEE method in Korean middle school classes'). Several projects on web-based instruction also reflected today's language teaching fashion. In addition to all these, the workshops arranged by the British Council offered an opportunity to share brilliant teaching ideas and strategies from experienced 'English' classroom teachers. As they discussed topics such as the task-based learning approach, effective use of classroom routines, intonation and communicative significance, and the use of poetry, they not only provided practical suggestions they found successful in their lessons but also explored the rationale behind their practices.

The concurrent sessions were full of choices. Although I was chairing one of the sessions myself and was not able to visit others, I enjoyed all the presentations in my session very much. One of them was Dr. Vivian Cook's proposal on teaching English spelling, my third opportunity to hear him, since I had attended the first one in the previous night's colloquium at the British Council and the second one as a plenary speech that morning. Touching on the largely ignored domain, often regarded as individual in L2 education, he reminded me how little information we have for teachers about the rules of English spelling and about how people use and acquire spelling in different language. I also enjoyed Dr. Haedong Kim's presentation. In line with the conference theme, he examined the past and present status of university level in-house ELT textbooks in Korea and called for the development of good ones that can reflect learners' needs, level, and learning context. To the conference participants, many of whom teach college English, I believe the result of his study must have been intriguing.

Overall, the conference was a great success as the result of the cooperation of conference organizers, devoted volunteers, and of course, the eager audience. The audience far exceeded our expectations, making us run out of the programs we prepared on the previous years' count. Everything else was well arranged and organized. Above all,

it provided all the ALAK members and colleagues another chance to confirm the enthusiasm for our discipline and our professional friendship that will go on for many years to come. I already look forward to the 2004 ALAK conference.

KATE News

Reports from the Council

General Affairs

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

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
Vice President (KATE) and Editor-in-chief (English Teaching)
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<영어교육>지 영문 논문에 인용되는 한국인명의 로마자 표기법 개정 안내

한국영어교육학회의 학술지인 <영어교육>에 투고하는 영문 논문에 인용되는 한국인 저자의 이름을 로마자로 표기하는 방법을 아래와 같이 개정합니다. 아래의 방식에 맞춰 한국인 인명을 표기하여 주시기 바랍니다.

1. 개정의 이유와 기본 방향

그간 영어교육지에 실린 논문에서 연구 결과를 인용할 때, 한글로 된 논문에서는 한국인의 성과 이름을 모두 표기하지만, 영문 논문에서는 성(姓)만 표기하므로, 김, 이, 박씨가 많은 우리나라 인명의 특성상 누구인지 알기가 어려웠습니다. 따라서 서구의 기준에너무 얽매이지 말고, 우리의 학문적 주체성과 독자의 편의를 위해서, 영문 논문에서도 성과 이름을 모두 표기하기로 결정하였습니다.

2. 한국인 이름의 로마자 표기의 원칙

한국인 이름의 로마자 표기 원칙은 다음과 같습니다.
 1) 기본적으로는 원 저자가 사용하는 로마자로 표기한다. (한국학술진흥재단 홈페이지의 연구자 정보란, 혹은 대학의 영문홈페이지 등에 등록된 저자의 로마자 표기법을 참조한다.)

 2) 원 저자 이름의 로마자 표기법을 모를 경우는 국립국어원이 발표한 개정 로마자 표기법에 맞추어 표기한다. 이때 이름을 한단어로 표기하고 첫 자만 대문자로 표기한다. 단 혼동의 여지가 있을 경우에는 하이픈을 사용하여 분리할 수 있다. 이때, 두 번째 음절의 첫 글자도 대문자로 한다.
 예 : 용훈 = Yonghoon (원저자의 표기에 따름),Yonghun (새 표기법에 따를 경우);
 찬구/창우 = Chan-Gu/Chang-U (혼동을 피하기 위해 하이픈으로 분리)

3. 본문 안에서의 저자 표기 방법

 1) 단수 저자 표기 방법: 이름을 먼저 쓰고 컴마(comma) 없이 성을 나중에 쓴다.
 Yonghoon Lee (1999) suggested that drama is....
 Two studies (Byungmin Lee, 1999; Dongil Shin, 2000) argued that....

 2) 복수 저자 표기 방법: 저자 사이를 컴마로 분리하되, 마지막 저자 앞에는 컴마를 쓰지 않고 and 다음에 마지막 저자의 이름과 성을 넣는다. 괄호 안에서는 "and" 대신에 &"를 사용한다.
 Kyoung-Seok Ko, Hyeryun Kim and Kyung-Soon Boo (2000) reported that...
 An important study (Kyoung-Seok Ko, Hyeryun Kim & Kyung-Soon Boo, 2000) was conducted....

4. 참고 문헌란 표기 방법

 1) 단수 저자 표기 방법: 성을 먼저 쓰고, 컴마를 한 후 이름을 쓰고 마침표를 찍는다.
 Lee, Yonghoon. (1999). An application of drama techniques for improving
 communicative competence. English teaching, 54(2), 149-174.

 2) 복수 저자의 표기 방법: 성을 먼저 쓰고, 컴마를 한 후 이름을 쓰고 나서 세미콜론(semicolon [;])을 하여 저자들을 분리한다. 마지막에는 세미콜론 다음에 &를 붙인 후, 마지막 저자의 성, 이름을 쓰고 마침표를 찍는다.
 Ko, Kyoung-Seok; Kim, Hyeryun; & Boo, Kyung-Soon. (2000). Development of
 performance assessment methods and tools for elementary school English based on the
 Seventh National Curriculum. English Teaching, 55(2), 243-279.

5. 간접 자료로 인하여, 원저자의 이름을 모를 경우

간접 자료에서 재인용 할 때, 그 문서의 참고 문헌에 원저자의 이름이 이미 로마자 약자(Initial)로 나와 있으면, 가급적 원전을 찾아서 완전한 이름을 쓰도록 하고, 부득이한 경우는 약자를 그대로 사용할 수 있다. 따라서 본문에 약자를 표시할 경우는 괄호 안에 재인용 문서의 출처까지 밝히는 것이 바람직하다.
 Y.-S. Chung (1999, cited in Jin-wan Kim, 2000) observed differences....

Members in the News

Appointments

서재석 (Indiana University). 2003년 9월. 인하대 조교수로 임용됨.
송민선 (University of Hawaii at Manoa). 2003년 10월. 언어학 박사학위 취득.

Publications

신동일 (숙명여대). [2003년 9월]. *한국의 영어평가학 1: 시험개발편.* 한국문화사.
정영국 (국제영어대학원대학교). [2003년 9월]. *교재론 연구 1: 교육과정과 교재개발 및 평가.* 한국문화사.

New Members

김준호(서울사대부설초등학교), 전인재(전남외국어고등학교), 강애진(숙명여자대학교), 박승욱(수원숙지중학교), 정성희(오하이오주립대학교), 박미경(여의도고등학교), 신동순(한국관광대학교), 장우혁(단국대학교), 송민선(하와이대학교), 박윤화(공군사관하교), 석창희(광주양산중학교), 송정원(국민대학교), 장선미(경희대학교), 황필아, 손효상, 황명희, Lawrence White(서울시교육연수원)

The 3rd KATE SIG Workshop

Jai Hee Lee, Organizing Committee
Chair & Vice President
jhlee55@ginue.ac.kr

The KATE SIGs started with Testing & Evaluation, ELT Research Information, ELT Materials, and ESP. Now, five more groups have been established, including ESL Acquisition, Policy & Curriculum, ELT Methodology, Teacher Education, and ICT. Each SIG operates independently, and activities and meeting times will vary according to the needs of its members. The SIG work plans for the year 2004 are presented in the KATE homepage (http://www.kate.or.kr). KATE members can join the SIGs by contacting the appropriate representative or secretary as shown in the homepage.

The First Joint SIG seminar/workshop was held as the pre-conference activity on February 14, 2003 at Yonsei University, Seoul. The Second Joint SIG seminar/workshop took place on June 26, 2003 at Chungnam National University. The Third Joint SIG seminar/workshop will be held on February 7, 2004 at Seoul National University of Education, with a keynote speech by Dr. Juck-ryoon Hwang, Professor Emeritus of Seoul National University.

The program for the Third Joint SIG Seminar/Workshop is as follows:

09:00 - 09:30 Registration & Book display
09:30 - 11:20 SIG seminars/workshops
11:30 - 12:20 Keynote speech by Dr. Juck-ryoon Hwang
12:30 - 13:30 Lunch & Book display
13:30 - 17:00 SIG seminars/workshops

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

About the Speakers

James P. Lantolf is a professor in the department of Applied Linguistics and Spanish at Penn State University. He is a director of the Center for Language Acquisition and a co-director of CALPER at Penn State University.

He earned his Ph.D. from Penn State in 1974 and his research focuses on socio-cultural theory and second language learning. Prior to joining Penn State as a faculty member in 1999, he had been on the faculty of SUNY - Geneseo, University of Texas at San Antonio, University of Delaware and Cornell University. He has taught in a number of international institutions and was a visiting professor at the University of Nottingham, the University of Melbourne and the University of Rome (La Sapienza). Most recently he was Language Learning Distinguished Scholar at the University of Auckland, NZ.

Within the professional community, he serves on the Executive Committee of the American Association for Applied Linguistics as second vice-president and in 2005 will become president of the association. He is the member of several editorial boards, among them Applied Linguistics, whose co-editor he was from 1994-1998, *Critical Language Inquiry: An International Journal, Journal of Applied Linguistics, The Modern Language Journal, Revista Eletrónica de la Lengua Española and Spanish in Context*. During the summer of 2002, he was director of the first International Summer Institute in Applied Linguistics, which was held at Penn State's University Park campus

Merrill Swain is a professor in the Modern Language Centre at the Ontario Institute for Studies in Education of the University of Toronto. Her home Department is the Department of Curriculum, Teaching and Learning, and she is cross-appointed to the Department of Linguistics.

She has been engaged in research concerning French immersion programs in Canada for longer than she'd like to admit. This research has involved her in second language test development, developing ideas on communicative competence, content-based language teaching and learning, task-based learning, collaborative learning and second language acquisition. Her most recent book, co-edited with R.K. Johnson and published by Cambridge University Press, is titled *Immersion Education: International Perspectives.*

Upcoming Events: 2004

JANUARY
Jan. 24   Second TESOL Conference. St Mary`s College, Twickenham. Contact Jane Purchase on +44 (0) 208 240 4125 or <lttu@smuc.ac.uk>.
Jan 29-31 24th Annual Thailand TESOL International Conference. Sofitel Hotel Raj Orchid, Khon Kaen, Thailand. Contact <mapibal1@ccs.sut.ac.th>.

FEBRUARY
Feb. 6-7   ELTAI 35th Annual Conference. Chennai, India. Contact <sadasivraj@yahoo.co.in>.
Feb. 6-7   ESP SIG National Event. Donetsk, Ukraine. Contact Igor Gizhko at <donetsk@yahoo.com>.
Feb. 7   KATE 2004 Winter SIG Workshop. Seoul National University of Education. Contact <jhlee55@ginue.ac.kr>. For more information, visit <http://www.kate.or.kr/main/ sig/2004/contact.htm>

Feb. 14   KAFLE 2004 Winter Conference. Gyeongin National University of Education. Contact <johjs@office.hoseo.ac.kr>.
Feb. 27-29 TEA and YL SIG Event. Joint University of Cyprus. Contact <ppavlou@ucy.ac.cy>.

MARCH
Mar. 4-6   9th International Bilkent University ELT Conference: "Challenge in Learning: Helping learners realise their full potential." Bilkent University, Ankara, Turkey. Contact Sule Eser at <chall@bilkent.edu.tr> and for more details, visit <www.bilkent.edu.tr/busel/2004c.htm>.
Mar. 5-7   IH London Educators' Conference. International House London, 106 Piccadilly, London. Contact George Pickering at <georgeuk32@aol.com>.
Mar. 10-12 10th Annual International TESOL Arabia Conference 2004. Al Bustan Rotana, Dubai. UAE. Contact

<bethwiens@sharjah.ac.ae>.

Mar. 13-14 25th Annual TESOL Greece Convention. Hellenic American Union, 22 Massalias St, Kolonaki, Athens, Greece. Contact <chairperson@tesolgreece.com> or visit <www.tesolgreece.com>.

Mar. 26-28 TESOL - Spain 27th Annual Convention. Madrid, Spain. ("Process, Progress and Portfolios: Frame-works for Learning") Contact <capitolhill@infonegocio.com>.

Mar. 27-Apr. 3 16th Seminar on Intercultural Communi-cation: "Diversity in Practice." Amsterdam, The Netherlands. Contact Jorge Diaz on <jorgediaz@cic-amsterdam.com> or visit <www.cic-amsterdam.com/ html/sem.htm>.

Mar.31-Apr. 3 38th Annual TESOL Convention and Exhibit. Long Beach, California, USA. Contact <conventions @tesol.org> or visit <www.tesol.org>.

APRIL

Apr. 13-17 38th Annual IATEFL International Confe-rence. Adelphi Hotel, Liverpool, U.K. Contact <generalenquiries @iatefl.org> for more information.

MAY

May 14 International Conference: "Teaching Business English in Eastern Europe: Why and How?" Dnipropetrovsk, Ukraine. Contact Oleg Tarnopolsky at <olegtarn@fregat.com>.

May 15 ATEL Conference: "Inputs in English Language Teaching Today." UNESCO Place, Beirut, Lebanon. Contact June Antoun at <jun_antoun@hotmail.com>.

May 21-26 Second International Annual IATEFL China Conference: "TEFL Practice and Reform in China." English Coaching Paper Office, Tong Hua City, Jilin, China. Contact <tefl@tefl-china.net> for more information

JUNE

June 5-6 JALTCALL 2004: "Human Computer Interaction." Tokiwa, Japan. Contact Alexandra Lake at <anlake@moon. aichi-u.ac.jp>.

June 24-27 5th Pan-Asian Conference on Language Teaching at FEELTA 2004: "Sharing Challenges, Sharing Solutions: Teaching Languages in Diverse Contexts." Far Eastern National University, Vladivostok, Russia. Contact <ryanyama@hcc5.bai.ne.jp>.

June 25-26 KATE Annual International Conference: "English Education from Socio-cultural Perspectives." Seoul, Korea. Contact Taeduck Hyun at <hyun@andong.ac.kr> or visit <www.kate.or.kr>.

JULY

July 11-14 5th ETAI International Conference: Reaching Greater Heights in Language Teaching." Renaissance Hotel, Jerusalem, Israel. Contact Susan Holzman on <etai99@ hotmail.com> or visit <www.etni.org.il/etai/>.

July 19-22 BrazTESOL National Conference: "Expanding Horizons in ELT." Minascentro, Belo Horizonte, Brazil. Contact <escobar@pearsoned.com.br> or visit <www.braz-tesol.org.br>.

AUGUST

Aug. 30-Sep. 1 SAUA/SATE Annual Conference. Banska Bystrica, Matej Bell University. Contact <koferencia@ fhv.umb.sk>.

SEPTEMBER

Sep. 10-12 IATEFL Special Interest Groups Symposium. Bielefeld, Germany. Contact <generalenquiries@iatefl.org>.

Sep. 23-25 12th Annual IATEFL Slovenia Conference. Ljubljana. Contact Ksenija Leban on <ksenija.leban@ guest.arnes.si>.

Sep. 24-27 Community Languages and ESOL Conference. Christchurch, New Zealand. Contact <pauline.taylor@ ccel.co.nz> or visit <www.tesolanz.org.nz/clesol.htm>.

NOVEMBER

Nov. 19-21 IATEFL Young Learners SIG Event. Munich, Germany. Contact Gordon Lewis on <weynta@yahoo.de> or <office@picturebooks.org>. Website: www.picturebooks.org.

Nov. 19-22 30th Annual International Conference on Language Teaching and Learning: "Language Learning for Life." Nara, Japan. Contact Tadashi Ishida on <vp@jalt.org> or visit <www.jalt.org>.

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:

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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).